Main Campus:
P.O. Box 2350 · 245 College Road
Smithfield, NC 27577
(919) 934-3051 · (919) 989-7862 Fax

Cleveland Center:
100 Campus Drive · 9046 Cleveland Road
Clayton, NC 27520
(919) 989-2128 · (919) 989-6122 Fax

Howell Woods:
6601 Devil's Racetrack Road
Four Oaks, NC 27524
(919) 938-0115 · (919) 938-0224 Fax

Workforce Development Center:
135 Best Wood Drive · Clayton, NC 27520
(919) 209-2591 · (919) 359-1176 Fax

www.johnstoncc.edu

Johnston Community College does not discriminate in admissions, employment, or in its administration of educational programs and activities on the basis of age, race, color, sex, national origin, disability, religion, creed, military or veteran status, genetic information, or any other characteristic protected under applicable federal or state law.

Inquiries or complaints should be addressed to the vice president of student services and/or the vice president of administrative services.

Johnston Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Johnston Community College.
# TABLE OF CONTENTS

<p>| MESSAGE FROM THE PRESIDENT                                      | 6 |
| PURPOSE OF THE CATALOG                                          | 6 |
| CONTACT INFORMATION                                              | 7 |
| ACADEMIC CALENDAR, 2016-2017                                    | 8 |
| ABOUT THE COLLEGE                                                | 10 |
| History                                                         | 10 |
| Campus                                                          | 10 |
| Buildings on Campus                                              | 10 |
| Other Campus Buildings and Sites                                 | 11 |
| Off-Campus Centers                                               | 12 |
| Expanded Statement of Institutional Purpose, 2012-17             | 12 |
| Mission Statement                                                | 12 |
| Core Values                                                     | 12 |
| Institutional Goals                                              | 12 |
| Strategic Areas of Emphasis                                      | 13 |
| Performance Measures Results, 2013-2014                          | 13 |
| Governance                                                      | 14 |
| State Board of Community Colleges                               | 14 |
| Board of Trustees                                                | 14 |
| College President                                                | 14 |
| Sources of Funds                                                | 14 |
| Accreditations/Approvals                                        | 14 |
| College Foundation – Giving Opportunities                       | 15 |
| Board of Directors                                               | 15 |
| Purpose                                                         | 15 |
| Assets/Giving                                                   | 15 |
| ADMISSION INFORMATION AND PROCEDURES                             | 17 |
| General Admission Policy                                        | 17 |
| Admission Standards                                              | 17 |
| General Admission Standards                                      | 17 |
| Specific Program Admission Standards                             | 17 |
| Career and College Promise Admissions                           | 33 |
| College Transfer Pathway                                         | 34 |
| Career and Technical Education Pathway                          | 34 |
| Cooperative Innovative High School Programs                     | 34 |
| Admission Procedures                                            | 35 |
| Testing Services                                                | 36 |
| Accuplacer                                                      | 36 |
| Exemption from Placement Testing                                 | 36 |
| Accuplacer Retest Policy                                        | 36 |
| TEAS                                                            | 36 |
| CLEP                                                            | 36 |
| DSST                                                            | 36 |
| CRC                                                             | 37 |
| Readmission                                                     | 37 |
| Admission Appeals                                               | 37 |
| Admission to Continuing Education                               | 37 |
| Persistence and Graduation Rates                                | 37 |
| Students Transferring to JCC                                    | 37 |
| Special Credit Students                                         | 37 |
| Admission of Undocumented Immigrants                            | 37 |
| Developmental Courses                                           | 37 |
| Transition Programs                                             | 38 |
| Gainful Employment Programs                                     | 38 |
| Distance Education                                              | 38 |
| Student Greivance Procedures                                    | 38 |
| International Student Admission                                 | 38 |
| Health Standards                                                | 39 |
| Reportable Communicable Disease                                 | 39 |
| TUITION, FEES, AND EXPENSES                                     | 40 |
| Tuition for Residents                                           | 40 |
| Tuition for Non-Residents                                       | 40 |
| Residence Status for Tuition Purposes                           | 40 |
| Student Activity Fee                                            | 41 |
| Technology Fee                                                  | 41 |
| Curriculum Refund                                                | 41 |
| Textbook and Other Expenses                                     | 41 |
| Other Fees and Costs                                            | 41 |
| Net Price Calculator                                            | 41 |
| Third Party Sponsors                                            | 42 |
| Insurance                                                       | 42 |
| Student Accident Insurance                                      | 42 |
| Professional Liability Insurance                                 | 42 |
| STUDENT DEVELOPMENT SERVICES                                    | 43 |
| Services to Students                                            | 43 |
| Campus Visits                                                   | 43 |
| Student Portal                                                  | 43 |
| Counseling Services                                             | 43 |
| Transferability                                                 | 43 |
| Career Services                                                 | 43 |
| Disability Services                                             | 44 |
| Student Support Services - TRIO                                  | 44 |
| Financial Aid                                                   | 44 |
| Financial Aid Resources                                         | 44 |
| Satisfactory Academic Progress                                  | 47 |
| Verification Policy                                             | 47 |
| Return of Title IV Funds (R2T4) Policy                          | 47 |
| North Carolina State Grant of Funds Policy                      | 47 |
| Satisfactory Academic Progress Appeal Process                   | 47 |
| Veterans Services and Certification                             | 48 |
| Child Development Center Services                               | 49 |
| Student Housing                                                 | 49 |
| Health Services                                                 | 49 |
| Drug and Alcohol Policy                                         | 50 |
| Student Records                                                 | 50 |
| Transcripts                                                     | 50 |
| Student Right to Know Act                                       | 50 |
| Educational Rights and Privacy                                  | 50 |
| STUDENT ACTIVITIES AND LIFE                                     | 53 |
| Student Government Association                                  | 53 |
| Participation in College Governance                             | 53 |
| Clubs and Organizations                                         | 54 |
| Statement on Membership in                                      | 54 |
| Student Organizations                                           | 54 |
| Recreational Activities                                         | 54 |
| Intercollegiate Athletics                                       | 54 |
| Student Rights, Responsibilities and Judicial Procedures        | 54 |
| Preamble                                                        | 54 |
| Student Rights                                                  | 55 |
| Student Code of Conduct                                        | 55 |
| Disciplinary Procedures                                         | 56 |
| Sanctions                                                       | 57 |
| Appeals Procedure                                               | 58 |
| Student Grievance Procedure                                    | 59 |
| Title IX and Sex Discrimination                                 | 60 |
| Classroom Conduct                                               | 60 |
| Traffic and Parking Regulations                                 | 60 |
| RETURN OF TITLE IV FUNDS (R2T4) POLICY                           | 47 |
| North Carolina State Grant of Funds Policy                      | 47 |
| Satisfactory Academic Progress Appeal Process                   | 47 |
| STUDENT ACTIVITIES AND LIFE                                     | 53 |
| Student Government Association                                  | 53 |
| Participation in College Governance                             | 53 |
| Clubs and Organizations                                         | 54 |
| Statement on Membership in                                      | 54 |
| Student Organizations                                           | 54 |
| Recreational Activities                                         | 54 |
| Intercollegiate Athletics                                       | 54 |
| Student Rights, Responsibilities and Judicial Procedures        | 54 |
| Preamble                                                        | 54 |
| Student Rights                                                  | 55 |
| Student Code of Conduct                                        | 55 |
| Disciplinary Procedures                                         | 56 |
| Sanctions                                                       | 57 |
| Appeals Procedure                                               | 58 |
| Student Grievance Procedure                                    | 59 |
| Title IX and Sex Discrimination                                 | 60 |
| Classroom Conduct                                               | 60 |
| Traffic and Parking Regulations                                 | 60 |</p>
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking Permits</td>
<td>60</td>
</tr>
<tr>
<td>Smoking on Campus</td>
<td>60</td>
</tr>
<tr>
<td>Minors on Campus</td>
<td>60</td>
</tr>
<tr>
<td>Student Publications</td>
<td>60</td>
</tr>
<tr>
<td>Student Lounge</td>
<td>61</td>
</tr>
<tr>
<td>Student Identification Card</td>
<td>61</td>
</tr>
<tr>
<td>Student Dress Recommendations</td>
<td>61</td>
</tr>
<tr>
<td>Security and Emergencies</td>
<td>61</td>
</tr>
<tr>
<td>Information Technology Acceptable Use Policy</td>
<td>61</td>
</tr>
<tr>
<td>Peer-to-Peer File Sharing Policy</td>
<td>62</td>
</tr>
<tr>
<td>Intellectual File Sharing Policy</td>
<td>62</td>
</tr>
<tr>
<td><strong>ACADEMIC SERVICES AND PROCEDURES</strong></td>
<td>64</td>
</tr>
<tr>
<td>Academic Regulations</td>
<td>64</td>
</tr>
<tr>
<td>The Semester System</td>
<td>64</td>
</tr>
<tr>
<td>Registration</td>
<td>64</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>64</td>
</tr>
<tr>
<td>Course Load and Classification</td>
<td>64</td>
</tr>
<tr>
<td>Credit Hour Load Policy for Visiting Students</td>
<td>64</td>
</tr>
<tr>
<td>Schedule Adjustments and Withdrawals</td>
<td>64</td>
</tr>
<tr>
<td>Administrative Withdrawal</td>
<td>65</td>
</tr>
<tr>
<td>Student Success</td>
<td>65</td>
</tr>
<tr>
<td>The Academic Skills Center</td>
<td>65</td>
</tr>
<tr>
<td>Writing Studio</td>
<td>66</td>
</tr>
<tr>
<td>The Center for Academic Planning (CAP)</td>
<td>66</td>
</tr>
<tr>
<td>Changes of Program</td>
<td>66</td>
</tr>
<tr>
<td>Attendance Regulation</td>
<td>66</td>
</tr>
<tr>
<td>Religious or Solemn Observance Policy</td>
<td>66</td>
</tr>
<tr>
<td>Grading System</td>
<td>67</td>
</tr>
<tr>
<td>Grading Policy</td>
<td>67</td>
</tr>
<tr>
<td>Removal of “I” Grades</td>
<td>67</td>
</tr>
<tr>
<td>Final Grades</td>
<td>67</td>
</tr>
<tr>
<td>Minimum Class Size</td>
<td>67</td>
</tr>
<tr>
<td>Course Repetition</td>
<td>67</td>
</tr>
<tr>
<td>Auditing</td>
<td>68</td>
</tr>
<tr>
<td>Advanced Placement Credit</td>
<td>68</td>
</tr>
<tr>
<td>Credit by Examination</td>
<td>68</td>
</tr>
<tr>
<td>Credit by Experience</td>
<td>68</td>
</tr>
<tr>
<td>North Carolina High School to Community College Articulation Agreement</td>
<td>68</td>
</tr>
<tr>
<td>Military Service Training</td>
<td>69</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>69</td>
</tr>
<tr>
<td>Dean’s List</td>
<td>69</td>
</tr>
<tr>
<td>Forgiveness Policy</td>
<td>69</td>
</tr>
<tr>
<td>Academic Progress</td>
<td>69</td>
</tr>
<tr>
<td>Academic Probation and Suspension</td>
<td>69</td>
</tr>
<tr>
<td>Academic Dismissal – BLET/Health Programs</td>
<td>70</td>
</tr>
<tr>
<td>Basic Law Enforcement Training Program</td>
<td>70</td>
</tr>
<tr>
<td>Health Programs</td>
<td>70</td>
</tr>
<tr>
<td>Catalog of Record</td>
<td>70</td>
</tr>
<tr>
<td>Degrees, Diplomas, and Certificates</td>
<td>70</td>
</tr>
<tr>
<td>Award of Additional Associate Degrees or Diplomas</td>
<td>70</td>
</tr>
<tr>
<td>Changes in Curricula</td>
<td>70</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>70</td>
</tr>
<tr>
<td>Core Competencies</td>
<td>71</td>
</tr>
<tr>
<td>Awards</td>
<td>71</td>
</tr>
<tr>
<td>Academic Excellence Awards</td>
<td>71</td>
</tr>
<tr>
<td>President’s Award</td>
<td>71</td>
</tr>
<tr>
<td>Citizenship Award</td>
<td>71</td>
</tr>
<tr>
<td>Distinguished Service Award</td>
<td>71</td>
</tr>
<tr>
<td>Student Government Service Award</td>
<td>71</td>
</tr>
<tr>
<td><strong>LEARNING TECHNOLOGIES</strong></td>
<td>72</td>
</tr>
<tr>
<td>The Library</td>
<td>72</td>
</tr>
<tr>
<td>Resources</td>
<td>72</td>
</tr>
<tr>
<td>Distance Education</td>
<td>72</td>
</tr>
<tr>
<td>Internet-based Courses</td>
<td>72</td>
</tr>
<tr>
<td>Hybrid Courses</td>
<td>73</td>
</tr>
<tr>
<td>Interactive Television (ITV)</td>
<td>73</td>
</tr>
<tr>
<td>Blackboard</td>
<td>73</td>
</tr>
<tr>
<td>JCC E-Mail</td>
<td>73</td>
</tr>
<tr>
<td>Accessing Blackboard, JCC E-mail and WebAdvisor</td>
<td>73</td>
</tr>
<tr>
<td>Distance Education Through Continuing Education</td>
<td>73</td>
</tr>
<tr>
<td>Information Technology</td>
<td>73</td>
</tr>
<tr>
<td><strong>CURRICULUM PROGRAMS OF STUDY</strong></td>
<td>74</td>
</tr>
<tr>
<td>College Transfer Programs</td>
<td>74</td>
</tr>
<tr>
<td>General Education Program</td>
<td>74</td>
</tr>
<tr>
<td>Occupational/Technical/Career Programs</td>
<td>74</td>
</tr>
<tr>
<td>Special Programs</td>
<td>75</td>
</tr>
<tr>
<td>SECU Partnership East</td>
<td>75</td>
</tr>
<tr>
<td>Cooperative Innovative High School Programs</td>
<td>76</td>
</tr>
<tr>
<td>Johnston County Middle College High</td>
<td>76</td>
</tr>
<tr>
<td>Johnston County Early College Academy</td>
<td>76</td>
</tr>
<tr>
<td>Johnston County Career &amp; Technical Academy</td>
<td>76</td>
</tr>
<tr>
<td><strong>COLLEGE TRANSFER PROGRAMS</strong></td>
<td>77</td>
</tr>
<tr>
<td>Transfer to Baccalaureate Institutions</td>
<td>77</td>
</tr>
<tr>
<td>Transfer of Courses on a Course-By-Course Basis</td>
<td>77</td>
</tr>
<tr>
<td>Universal General Education Transfer Courses (UGETC)</td>
<td>77</td>
</tr>
<tr>
<td>Approved General Education Courses for Transfer Programs</td>
<td>78</td>
</tr>
<tr>
<td>Program Listing</td>
<td>78</td>
</tr>
<tr>
<td>Associate in Arts</td>
<td>78</td>
</tr>
<tr>
<td>Associate in Engineering</td>
<td>80</td>
</tr>
<tr>
<td>Associate in Science</td>
<td>81</td>
</tr>
<tr>
<td><strong>OCCUPATIONAL/TECHNICAL/CAREER PROGRAMS</strong></td>
<td>83</td>
</tr>
<tr>
<td>Program Listing</td>
<td>83</td>
</tr>
<tr>
<td>Accounting</td>
<td>83</td>
</tr>
<tr>
<td>Air Conditioning, Heating, and Refrigeration Technology</td>
<td>84</td>
</tr>
<tr>
<td>Associate Degree Nursing</td>
<td>86</td>
</tr>
<tr>
<td>Associate Degree General Education</td>
<td>86</td>
</tr>
<tr>
<td>Basic Law Enforcement Training</td>
<td>87</td>
</tr>
<tr>
<td>Bioprocess Technology</td>
<td>87</td>
</tr>
<tr>
<td>Business Administration</td>
<td>88</td>
</tr>
<tr>
<td>Cardiovascular Sonography</td>
<td>88</td>
</tr>
<tr>
<td>Community Spanish Interpreter</td>
<td>89</td>
</tr>
<tr>
<td>Computed Tomography Imaging</td>
<td>90</td>
</tr>
<tr>
<td>Computer Integrated Machining</td>
<td>90</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>92</td>
</tr>
<tr>
<td>Criminal Justice Technology</td>
<td>94</td>
</tr>
<tr>
<td>Diesel and Heavy Equipment Technology</td>
<td>95</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>96</td>
</tr>
<tr>
<td>Emergency Medical Science</td>
<td>98</td>
</tr>
<tr>
<td>Fire Protection Technology</td>
<td>99</td>
</tr>
<tr>
<td>Industrial Systems Technology</td>
<td>100</td>
</tr>
<tr>
<td>Infant/Toddler Care Certificate</td>
<td>101</td>
</tr>
<tr>
<td>Information Technology</td>
<td>101</td>
</tr>
<tr>
<td>Magnetic Resonance Imaging</td>
<td>102</td>
</tr>
<tr>
<td>Mammography</td>
<td>103</td>
</tr>
<tr>
<td>Medical Assistanting</td>
<td>103</td>
</tr>
<tr>
<td>Medical Office Administration</td>
<td>104</td>
</tr>
<tr>
<td>Medical Sonography</td>
<td>105</td>
</tr>
</tbody>
</table>
Welcome to Johnston Community College!
We’re glad you’ve chosen to start your pathway to success at JCC.
Whether you are pursuing an associate degree, taking courses to transfer to a four-year institution, or upgrading your job skills, JCC’s dedicated faculty and staff are committed to helping you achieve success.

JCC offers an exciting, yet challenging learning environment that will prepare you for careers of the future. We offer some 35 academic programs of study as well as community development courses, customized and workforce training programs, and basic education classes. We serve approximately 14,000 students each year in our educational programs.

We always strive for excellence in all we do here at JCC. With an open-door admissions policy, JCC is ready, willing, and able to help you achieve your educational dreams. Our affordable tuition, small class sizes and excellent faculty and staff, contribute to the best value in higher education today.

At JCC, we respect all educational opportunities by providing seamless pathways to long-term career choices. Education at JCC is not limited to a degree, a diploma, or one course. Once you start your pathway at JCC, your opportunities are endless.

Thanks again for choosing us. In return, we look forward to creating a pathway to success for you.

David N. Johnson, Ed.D
President

Johnston Community College publishes this catalog to provide prospective and current students, public citizens, business and corporate entities, agencies, and other interested organizations and persons with information about the College, its programs, and services.

The information provided herein is current and up-to-date as of August 2016 and is as accurate as possible.

The provisions stated in this catalog are not to be regarded as an irrevocable contract between students or other citizens and Johnston Community College or any College division or unit or within the state of North Carolina.

The College reserves the right and responsibility to change or replace any provisions, requirements, fees, schedules, or other information at any time or to add or withdraw courses, program offerings, or listed services as may be necessary. Every effort will continue to be made to minimize any and all inconveniences or disruptions that any such changes or replacements may cause to students or to members of the public.

Students having questions not addressed or satisfactorily answered by this catalog may receive additional information from the respective dean, academic advisor, or other professional staff members in student services and instruction.

Changes subsequent to the publication of the catalog are posted on the College Web site at www.johnstoncc.edu. A copy of this catalog in PDF format is also available on the College Web site.
CONTACT INFORMATION

MAIN TELEPHONE NUMBER
Receptionist .................................................(919) 934-3051
Campus Police and Security .........................(919) 209-2111

STUDENT SERVICES
Admissions Information .................................(919) 209-2128
Center for Academic Planning .......................(919) 464-2267
Counseling ....................................................(919) 209-2128
Director of Enrollment and Student Success ....(919) 209-2201
Disabilities Counselor .................................(919) 209-2543
TTY ...............................................................(919) 209-2154
Financial Aid ...............................................(919) 209-2036
Marketing .......................................................(919) 209-2100
Media Relations ..............................................(919) 209-2563
Records and Transcripts ...............................(919) 209-2018
Registrar .........................................................(919) 209-2017
Student Activities/Athletics .........................(919) 209-2123
Student Support Services (TRIO) .................(919) 209-2075
Veterans Affairs ..........................................(919) 209-2028
Vice President, Student Services .....................(919) 209-2048

LEARNING RESOURCES .....................................(919) 464-2273
Learning Resource Center & Library ..............(919) 464-2251
Jaguar Office of Learning Technologies (JOLT) ..(919) 464-2260

PUBLIC SAFETY SERVICES .....................................(919) 464-2369
In-Service Law Enforcement Training .............(919) 464-2362
In-Service Fire and Rescue Training ...............(919) 464-2356
In-Service EMS Training ...............................(919) 464-2351

FOUNDATIONAL STUDIES AND ACADEMIC SUPPORT ...................(919) 209-2071
Academic Skills Center ..................................(919) 209-2117
Adult High School .........................................(919) 209-2073
Basic Skills Testing Center .........................(919) 209-2123
Johnston County Early College Academy ........(919) 464-2314
Johnston County Middle College ...................(919) 464-2303
Developmental Studies ................................(919) 209-2531
English-as-a-Second Language ....................(919) 209-2054
High School Equivalency Diploma .................(919) 209-2122
Writing Studio ..............................................(919) 209-2089
Career and College Promise .........................(919) 209-2034
Post-Secondary Transitions .........................(919) 209-2219

HEALTH, WELLNESS, & HUMAN SERVICES ...................(919) 209-2166
In-Service EMS Education .........................(919) 464-2359
Nurse Aide (CNA), EKG, Phlebotomy and Allied Health Occupations .......(919) 464-2355
Public Health and Safety Programs ..............(919) 464-2368

ECONOMIC & WORKFORCE DEVELOPMENT ...................................(919) 209-2591
Biotechnology ...............................................(919) 209-2593
Career Development ....................................(919) 209-2042
Continuing Education ...................................(919) 209-2595
Cosmetology Programs ...............................(919) 209-2107
Customized and Corporate Training ..............(919) 209-2594
Small Business Center ...............................(919) 209-2015

ADMINISTRATION
Accounts Payable .........................................(919) 209-2016
Accounts Receivable-Curriculum .................(919) 209-2545
Accounts Receivable-Continuing Education ....(919) 209-2538
Accounts Receivable Manager .......................(919) 209-2136
Assistant Controller .......................................(919) 209-2098
Associate Vice President of Auxiliary Enterprises .......(919) 209-2112
Business Office .........................................(919) 209-2043
Cashier .........................................................(919) 209-2165
College Bookstore .........................................(919) 209-2104
College Foundation .......................................(919) 209-2222
Controller .....................................................(919) 209-2070
Human Resources/Employment Office .....(919) 209-2536
Office of the President ................................(919) 209-2011
Payroll .........................................................(919) 209-2014
Purchasing/Equipment Coordinator ..............(919) 209-2007
Shipping and Receiving ................................(919) 209-2167
Vice President, Administrative Services .........(919) 209-2051

OUTREACH/OFF-CAMPUS
Arboretum .....................................................(919) 209-2052
1240 E. Market Street, Smithfield 27577
Cleveland Center ........................................(919) 989-2128
9046 Cleveland Road, Clayton 27520
Performing Arts/Auditorium .................245 College Road, Smithfield 27577
Box Office ....................................................(919) 209-2099
Performing Arts Manager .........................(919) 209-2534
Rudolph Howell & Son
Environmental Learning Center .................(919) 938-0115
6601 Devil’s Racetrack Road, Four Oaks 27524
Workforce Development Center ...............(919) 209-2591
135 Bestwood Drive, Clayton 27520
### FALL SEMESTER, 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 8</td>
<td>First Day to Charge in Bookstore using FA, Sponsorships, or Scholarships</td>
</tr>
<tr>
<td>August 10</td>
<td>Late Advising and Registration for Fall</td>
</tr>
<tr>
<td>August 12</td>
<td>Late Fall Registration Payment Due</td>
</tr>
<tr>
<td>August 12</td>
<td>Last Day for 100% Refund</td>
</tr>
<tr>
<td>August 15</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>August 16</td>
<td>Last Day for Adding Courses</td>
</tr>
<tr>
<td>August 24</td>
<td>Last Day for Charging in Bookstore Using Financial Aid, Sponsorships or Scholarships</td>
</tr>
<tr>
<td>September 5</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>October 10-14</td>
<td>Fall Break for Students</td>
</tr>
<tr>
<td>October 17 - November 30</td>
<td>Advising for Spring 2017 – New &amp; Returning Students</td>
</tr>
<tr>
<td>October 27</td>
<td>Last Day to Drop Without Grade Penalty</td>
</tr>
<tr>
<td>November 24-25</td>
<td>Thanksgiving Holidays</td>
</tr>
<tr>
<td>November 30</td>
<td>Last Day for Early Spring 2017 Registration, Payment, and Payment Plan Sign-up</td>
</tr>
<tr>
<td>December 14</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>December 15</td>
<td>Grades Due at 10 am</td>
</tr>
</tbody>
</table>

### SPRING SEMESTER, 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 3</td>
<td>First Day to Charge in Bookstore using FA, Sponsorships, or Scholarships</td>
</tr>
<tr>
<td>January 3</td>
<td>Faculty Development Day</td>
</tr>
<tr>
<td>January 4</td>
<td>Late Spring Advising and Registration</td>
</tr>
<tr>
<td>January 4</td>
<td>Late Spring Registration Payment/Payment Plan Sign-up Deadline</td>
</tr>
<tr>
<td>January 4</td>
<td>Last Day for 100% Refund</td>
</tr>
<tr>
<td>January 5</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January 9</td>
<td>Last Day for Adding Courses</td>
</tr>
<tr>
<td>January 16</td>
<td>Martin Luther King Holiday</td>
</tr>
<tr>
<td>January 17</td>
<td>Last Day for Charging in Bookstore Using Financial Aid, Sponsorships or Scholarships</td>
</tr>
<tr>
<td>March 6-10</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 13–May 1</td>
<td>Summer 2017 &amp; Fall 2017 Advising</td>
</tr>
<tr>
<td>March 22</td>
<td>Last Day to Drop without Grade Penalty</td>
</tr>
<tr>
<td>April 3-May 1</td>
<td>Summer 2017 Registration, Payment, and Payment Plan Sign-up</td>
</tr>
<tr>
<td>April 14</td>
<td>Easter Holiday</td>
</tr>
<tr>
<td>May 1</td>
<td>Last Day for Summer 2017 Reigistration, Payment, and Payment Plan Sign-up</td>
</tr>
<tr>
<td>May 8</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 9</td>
<td>Grades Due at 10 am</td>
</tr>
<tr>
<td>May 10</td>
<td>Graduation Practice</td>
</tr>
<tr>
<td>May 15</td>
<td>Graduation – Health Sciences</td>
</tr>
<tr>
<td>May 16</td>
<td>Graduation – Diploma &amp; Assoc. Degree</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>May 8</td>
<td>Four Day Work Week Begins</td>
</tr>
<tr>
<td>May 8</td>
<td>First Day to Charge in Bookstore using FA, Sponsorships, or Scholarships</td>
</tr>
<tr>
<td>May 15</td>
<td>Web Advisor Registration</td>
</tr>
<tr>
<td>May 15</td>
<td>Last Day for 100% Refund</td>
</tr>
<tr>
<td>May 16</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>May 17</td>
<td>Last Day for Adding Courses</td>
</tr>
<tr>
<td>May 22</td>
<td>Last Day for Charging in Bookstore Using Financial Aid, Sponsorship or Scholarships</td>
</tr>
<tr>
<td>May 29</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>June 26</td>
<td>Last Day to Drop without Grade Penalty *Will vary depending on start date of class</td>
</tr>
<tr>
<td>July 4</td>
<td>Fourth of July Holiday</td>
</tr>
<tr>
<td>June 1-July 31</td>
<td>Fall 2017 Advising and Registration</td>
</tr>
<tr>
<td>July 5-31</td>
<td>Fall 2017 Registration Payment/Payment Plan Sign-up</td>
</tr>
<tr>
<td>July 24</td>
<td>Last Four Day Work Week</td>
</tr>
<tr>
<td>July 25</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>July 26</td>
<td>Grades Due at 10 am</td>
</tr>
<tr>
<td>July 31</td>
<td>Final Payment Due</td>
</tr>
<tr>
<td>August 8</td>
<td>Graduation Practice – Certificates, GED &amp; Adult High School</td>
</tr>
<tr>
<td>August 10</td>
<td>Graduation – Certificates, GED &amp; Adult High School</td>
</tr>
<tr>
<td>August 12</td>
<td>Last Day to Pay Early Registration Fall 2017</td>
</tr>
</tbody>
</table>

Approved 10/7/15
ABOUT THE COLLEGE

HISTORY

Johnston Community College has been awarding associate degrees, certificates, and diplomas for more than 45 years to students pursuing occupational, technical, and continuing education skills. Since 1969, JCC has maintained its small town values while progressively meeting the needs of one of the fastest growing counties in the state. JCC serves an estimated 14,000 students annually in its curriculum programs and continuing education courses.

In September 1969, Johnston County Technical Institute was established as the fifty-first school of its kind in the state. The first campus opened in a former high school in Four Oaks under the leadership of the late Dr. John Tart, founding president. The College moved to its current location in Smithfield in 1976 gaining full accreditation from the Southern Association of Colleges and Schools the following year.

In 1980, the school was renamed to Johnston Technical College, and in 1987 became Johnston Community College. JCC witnessed tremendous progress under Dr. Tart's direction, including the construction of a 1,000-seat performing arts auditorium through a private fundraising campaign and the launch of the college transfer program. After Dr. Tart's retirement in 1999, Dr. Donald L. Reichard was selected to lead the College into the new millennium. During Dr. Reichard's tenure, JCC focused on expanded opportunities for global education, diversity, biotechnology training, and innovative learning. Dr. Reichard retired in June 2009 and Dr. David N. Johnson was selected as JCC's third president.

JCC is located 30 miles east of Raleigh near the junction of Interstate 95 and U.S. 70 Business. Today, the two-year, post-secondary college offers more than 40 occupational programs of study as well as numerous continuing education programs and community service activities on its 177-acre main campus. The College boasts state-of-the-art facilities and has educational centers throughout the county, including the Johnston County Workforce Development Center in Clayton, a biosciences training center that houses classrooms and computer and science labs, the Howell Woods Environmental Learning Center, a 2800-acre wildlife preserve and teaching facility, as well as the Cleveland Center, which offers health sciences and continuing education courses. The College's main campus is also home to a teaching arboretum, the Paul A. Johnston Auditorium, and the North Carolina Truck Driver Training School, the oldest truck driver training school in the United States. Five bond approvals since 1999 have allowed for upgrades to campus facilities and the construction and renovation of numerous buildings on the JCC campus, including the construction of the Roger A. Smith Building for physical education classes, the construction of the William R. Britt Building, which houses the industrial technology programs, and the construction of the Public Safety Services Building, which houses certified Nurse Aide, emergency medical services, fire services, law enforcement and other public service training programs. In fall 2009, an addition to the Health Sciences Building opened, creating more classrooms and specialized labs for health sciences programs. Meanwhile, renovations to the existing building have created upgraded learning space for the College's early childhood and imaging programs. Bond monies also funded the College's new Learning Resource Center, which opened in fall 2011 and includes the library and distance education classrooms.

CAMPUS

The main campus of Johnston Community College is located near the center of Johnston County, North Carolina, near the intersection of Interstate 95 and U.S. 70 Business, at 245 College Road in Smithfield. The 177-acre campus of buildings and designated sites includes classroom and lab spaces and facilities for both curriculum and continuing education programs as well as the library, greenhouses, fitness center, art gallery, academic skills center, student lounge, auditorium, faculty offices, administrative and student support offices, and service spaces. The beautiful and luscious campus site includes scenic ponds, fountains, walking trails, thematic gardens, and courtyards through an array of native species plants and cultivated landscapes.

BUILDINGS ON CAMPUS

Arboretum Complex

The 14 acres of the Arboretum Complex incorporates several facilities and spaces including a one-mile public walking trail, various thematic gardens and a courtyard, an orchard, plus a classroom building and greenhouses utilized primarily by students in the horticulture technology program. Public functions are also held in these various facilities and the Arboretum is the modular unit within the Arboretum Complex. The Arboretum promotes prudent and responsible use of cultivated plants and conservation of native species through the acquisition, evaluation, and aesthetic display of selected plant materials. This is accomplished in an educational environment for students, visitors, the green industry, and local citizens. The first beds were planted in 1996 and the site continues to be developed and enhanced.

STEAM Building

Built in 1987, the Science, Technology, Engineering, Arts, and Math (STEAM) Building is home to the College's engineering program. The 29,000-square-foot building also houses the Information Technology Department. The building was most recently renovated in 2006. In fall 2010, the museum-quality Frank Creech Art Gallery debuted in memory of the late Frank Creech, a local artist and longtime art instructor at the College. The 1,500-squarefoot gallery contains state-of-the-art exhibition space as well as a 750-foot reception area to eventually be used for the public sale of art work. The gallery interior is equipped with museum-quality lighting, climate control, hanging and security systems. With is grey, hand-finished concrete floors, contemporary white walls, and distinct crown molding, the exhibition space balances a modern feel with traditional southern architecture.
William R. Britt Advanced Technology Center
Named for the late William R. (Billy) Britt, a Smithfield attorney and longtime member of the College's Board of Trustees and member of the North Carolina Legislature, the William R. Britt Advanced Technology Center opened in the fall of 2004. The 28,000-square-foot facility houses several advanced technology programs including welding, machining technology, and air conditioning, heating, and refrigeration technology. The building also includes faculty offices and a welding lab, and machine shop for student use.

Elsee Building
Named for the late Walter B. Elsee, a former member of the College's Board of Trustees, and honored by the College Foundation as Distinguished Citizen, the building was constructed in 1978. Major portions of the building were renovated in 2006. Basic skills programs, developmental studies, Early and Middle College classes, and continuing education offerings are located in the 20,000-square-foot Elsee Building. Other continuing education programs and offerings are held at the College's off-campus centers, the Public Safety Services Building, and additional community sites.

Health Sciences Building
Constructed in 1998, the two-story Health Sciences Building is home to various health sciences and education programs. The 38,000-square-foot building includes classroom, lab, and computer space for biology, nursing, medical assisting, medical imaging, therapeutic massage, early childhood education programs. The facility also has a five-star rated, nationally accredited Child Development Center lab school, which serves students, faculty, staff, and the public. In fall 2009, a 28,000-square-foot, $7 million addition to the Health Sciences Building opened featuring additional classrooms and labs for health, early childhood and natural science classes, as well as a therapeutic massage spa.

Learning Resource Center (LRC)
The 33,000-square foot, two story building is the College's first environmentally-constructed, or LEED-certified, building. The facility, which opened in fall 2011, meets the needs of the College's increasing student body and provides updated space for the library and distance education programs. In addition to housing a state-of-the-art distance education suite, the building also features themed rooms showcasing special library collections such as children's books, Johnston County and North Carolina historical materials, and music and media collections.

Public Safety Services Complex
The 18 acres of the Public Safety Services Complex includes the 27,000-square-foot Public Safety Services Building which opened in early 2008. The Public Safety Services Building houses the certified Nurse Aide, emergency services, fire services, law enforcement, and other public services training programs. The Public Safety Services Complex also includes the Fire & Rescue Training Grounds, complete with outdoor training apparatus and various physical structures and units to train and practice fire simulations and search and rescue scenarios. This area has served as a Johnston County fire and rescue training grounds since 1998.

Smith Building
The Smith Building, which opened in 2003, is named after Roger A. Smith, a Goldsboro farmer, insurance business owner, and landowner who died in 1973. Smith's son, William, gifted some 40 acres to the College in his father's memory in 1993. The 28,000-square foot building houses college transfer classes, such as history, English, mathematics, psychology, sociology, and physical education, a fitness center, and the Johnston County Early College Academy.

Tart Building
The Tart Building is named for the founding president of Johnston Community College, the late John L. Tart, who was also a member of the North Carolina Legislature, and served from 1969 until his retirement in 1998. The 51,000 square-foot Tart Building includes a public-use auditorium, the SJCCVT studio, media services staff and classroom space for various academic programs. The building is also home to the box office and the Great Hall which is used for a variety of College and public functions. The 1,007 seat Paul A. Johnston Auditorium enables the College to showcase national touring performing arts programs and serves as the site for many local and regional events, such as recitals, pageants, band concerts, lectures, and other special community events.

Transport Technology Building
Constructed in 1982, the 16,000-square-foot Transport Technology Building is home to the North Carolina Truck Driver Training School, the oldest truck driver training school in the United States. In addition to classrooms and office space for the TDT program, the building, which most recently underwent renovation in 2005, also includes classrooms for the heavy equipment and transport technology program. Commercial Driver's License (CDL) refresher training classes are also held in the Transport Technology Building.

Wilson Building
Originally constructed in 1976, the Wilson Building was named for the late M. Brack Wilson Sr., the first chair and a member of the College's Board of Trustees. As the first main building on the campus, the Wilson Building has experienced two renovations and a major addition since 2005. Now with 64,000-square-feet, the Wilson Building is the largest structure on the campus and is readily visible with the large, four-faced street clock and flag poles near the main entrance. The first floor of the two-story building houses many administrative services, student and public use functions, and administrative offices, along with the cosmetology program. The second floor houses faculty offices, classrooms, business education programs, and computer labs.

OTHER CAMPUS BUILDINGS AND SITES
Sports & Recreation Complex
This 14-acre property currently includes a softball field and outdoor volleyball courts, as well as open fields for intramural and student-sponsored field games such as soccer.
Sanders Building
This building is named after Gabriel “Gabe” Sanders, the first employee to retire from the College. Built in 1995, the 13,000-square-foot building includes a maintenance shop, a construction area for the residential construction classes, and storage for grounds and surplus equipment.

OFF-CAMPUS CENTERS
Cleveland Center
The Cleveland Center is located on N.C. Highway 1010 about 15 miles west of the main campus. The 7,000-square-foot building offers adult basic education, nurse aide and phlebotomy courses, as well as a select number of general education courses.

Johnston County Workforce Development Center
The Johnston County Workforce Development Center, located on Best Wood Drive in Clayton, is a 30,000-square-foot educational and technical skills training center. The center offers courses in life sciences programming and business training as well as workforce development in biotechnology and other sciences.

Rudolph Howell & Son
Environmental Learning Center – Howell Woods
Howell Woods, located approximately 15 miles southeast of the main campus on Devil’s Racetrack Road, consists of 2,800 acres of pristine hardwood, pine forest, and wetlands. Howell Woods provides a facility for workshops, seminars, and classes.

2012-2017 EXPANDED STATEMENT OF PURPOSE
Mission Statement
Johnston Community College provides accessible, high-quality educational and community enrichment opportunities for the successful development of learners.

Core Values
EXCELLENCE
• We value continuous growth and improvement in every area of campus life. We will strive to provide adequate resources so that, over time, such improvement can be seen and measured.
• We value teamwork, cooperation, collaboration, innovation, and creative problem solving as part of our continuous improvement efforts.
• We value freedom to instruct students using various techniques and to develop methods that will help them achieve their maximum potential.
• We value the courage to provide leadership, to take risks, to welcome change and to persevere.

HONESTY AND INTEGRITY
• We value honesty and integrity and believe that academic and personal honesty are essential elements in education.
• We believe that integrity binds us to fairness, to truth, and to actions and philosophies that meet the highest ethical standards.
• We value intellectual honesty and academic freedom and pledge to foster an environment of trust and responsibility in the learning community.

COMMUNITY
• We value prompt, fair, friendly, courteous, and people-centered service to our communities and to each other.
• We value the many opportunities we have to help make our community, state, nation, and world a better place to live.

LEARNERS
• We value learning as a lifetime endeavor.
• We value the input of learners as we assist them in achieving their goals.
• We create a nexus for learning in this community to include meeting the changing needs of the learner.

RESPECT
• We value our faculty, administration, support staff, and maintenance and operations personnel. We respect their diverse life experiences, appreciate their contributions to our learning community, and encourage their individual, personal, and professional development.
• We believe that all people should be treated with respect, creating a safe, inclusive, and nurturing environment that supports a balanced lifestyle as well as opportunities for life-long learning.

COMMUNICATION
• We value open and honest dialogue, feedback, and active listening, flowing in all directions.

TEAM SPIRIT
• We value team spirit, whereby each member operates unselﬁshly for the beneﬁt of the cause.

INSTITUTIONAL GOALS
1. Support student achievement of academic goals, career-related goals, enhanced employment opportunities, or transfer to four-year colleges.
2. Collaborate with appropriate agencies and groups to meet workforce and community needs.
3. Ensure high quality and continuous improvement in all programs and services.
4. Provide specialized training to ensure future institutional leadership.
5. Promote and recognize the diversity and achievements of faculty, staﬀ, and the student body.
6. Provide and support personal and cultural enrichment, outreach, and community-based programs, activities, and events that reﬂect the diversity within the community.
7. Create, maintain, and enhance a safe environment conducive to learning.
8. Ensure the efficient, appropriate, and effective use of all available resources.
10. Engage in strategic planning, ongoing quality improvement, and responsiveness to community needs.
STRATEGIC AREAS OF EMPHASIS

1. To restructure orientation and advising to increase opportunities for student success.
2. To refresh, enhance, and expand the College's technology infrastructure to support student, faculty, and staff increased demands for connectivity, security, safety, and learning.

2013-2014 PERFORMANCE MEASURES RESULTS

Reported in 2015 Performance Measures for Student Success

The Performance Measures for Student Success Report is the North Carolina Community College System's major accountability document. This annual performance report is based on data compiled from the previous year and serves to inform colleges and the public on the performance of our 58 community colleges. Based on three years of historical data (if available) for each measure, system baselines are set two standard deviations below the system mean, and goals are set one standard deviation above the system mean. These baselines and goals remain static for three years and will be reset in the 2016 report.

Each performance measure begins with a description/definition, the system baseline, mean and goal, and the College’s performance for that measure. Additional information related to these measures can be obtained through the Director of Research and Institutional Effectiveness.

1. Basic Skills Student Progress.
   The purpose of this measure is to ensure that adults with low literacy skills are progressing academically toward basic skill attainment necessary for employment and self-sufficiency. The measure is determined by the percentage of student who progress as defined by an educational functioning level. The system baseline is 20.6%, the system mean is 45.1% and the system goal is 51.2%. JCC’s performance on this measure was 44.6%.

2. GED Diploma Passing Rate.
   The purpose of this measure is to ensure quality GED preparation and high levels of GED attainment. The measure is determined by the percentage of students taking at least one GED test during a program year who receive a GED diploma during the program year. The system baseline is 49.3%, the system mean is 79.4% and the system goal is 82%. JCC’s performance on this measure was 55.2%.

3. Developmental Student Success Rate in College-Level English Courses.
   The purpose of this measure is to ensure that remedial English and reading coursework prepares students to succeed in credit-bearing English courses. The measure is determined by the percentage of previous developmental English and/or reading students who successfully complete a credit English course with a grade of “C” or better upon the first attempt. The system baseline is 45.2%, the system mean is 62.4% and the system goal is 74.9%. JCC’s performance on this measure was 76.1%.

4. Developmental Student Success Rate in College-Level Math Courses.
   The purpose of this measure is to ensure that remedial math coursework prepares students to succeed in credit-bearing math courses. The measure is determined by the percentage of previous developmental math students who successfully complete a credit math course with a grade of “C” or better upon the first attempt. The system baseline is 47.5%, the system mean is 63.6% and the system goal is 75.4%. JCC’s performance on this measure was 61.1%.

5. First Year Progression.
   The purpose of this measure is to ensure that first-year students reach an academic momentum point that helps predict future credential completion. The measure is determined by the percentage of firsttime fall credential-seeking students attempting at least 12 hours within their first academic year who successfully complete (“P”, “C” or better) at least 12 of those hours. The system baseline is 53.2%, the system mean is 67.1% and the system goal is 74.6%. JCC’s performance on this measure was 74.1%.

6. Curriculum Completion.
   The purpose of this measure is to ensure student completion and persistence toward a post-secondary credential. The measure is determined by the percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years. The system baseline is 28.6%, the system mean is 43.4% and the system goal is 45.6%. JCC’s performance on this measure was 48.1%.

7. Licensure and Certification Passing Rate.
   The purpose of this measure is to ensure programmatic coursework prepares students to competently practice in their chosen profession. The measure is determined by the aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. The system baseline is 71%, the system mean is 83.2% and the system goal is 91.7%. JCC’s aggregate performance on this measure was 82.4%. Scores for specific programs are as follows:

   - Basic Law Enforcement Training – 94%
   - Real Estate – 25%
   - Cosmetology – 94%
   - Emergency Medical Technician (EMT) – 76%, EMT-I –69%, EMT-P – 90%
   - Radiography – 96%; Nursing – Registered – 94%; Massage & Body Work – 100%
   - Nuclear Medicine Technician – less than 5 test takers; Cosmetic Arts – Instructor – less than 5 test takers; Cosmetic Arts - Manicurist, 80%.

   The purpose of this measure is to the academic success of community college students at a four-year university or college. The measure is determined by the percentage of community college associate degree completers who have completed 30 or more credit hours who transfer to a four-year university or college and earn a GPA of 2.00 or better after two consecutive
semesters within the academic year at the transfer institution. The system baseline is 71.2%, the system mean is 87.7% and the system goal is 93.8%. JCC's performance on this measure was 83.5%.

GOVERNANCE

State Board of Community Colleges
The State Board of Community Colleges is responsible for the North Carolina Community College System and its 58 institutions. The 21 members of the State Board are selected by the governor and the General Assembly, and the lieutenant governor and state treasurer serve as ex-officio members along with the president of the Community College Student Government Association. The State Board has three functions: (1) assure equitable distribution of funds and fiscal accountability; (2) establish state regulations; and (3) provide educational program approval and accountability. By law, the State Board is responsible for providing funds to meet the financial needs of the community colleges.

The North Carolina Community System Office provides support services for the program and service offerings of the 58 community colleges and assists in developing curricula and statewide data collection.

Board of Trustees
Johnston Community College operates under the control of a 13-member local Board of Trustees. Each member serves a four-year term with four members selected by the Johnston County Board of Education, four members chosen by the Johnston County Board of Commissioners, and four members appointed by the governor of North Carolina. The president of the Student Government Association serves as an ex-officio member. The Board of Trustees sets all local policy and the board appoints the College president. In addition, the Board of Trustees has authority to disperse funds as delegated by the State Board of Community Colleges. The board meets every other month in public and executive sessions.

College President
The president operates and leads the College within state regulations and according to policies adopted by the Board of Trustees. All administrative decisions, such as faculty/staff employment, are made by the president, and all personnel are College employees. Dr. David N. Johnson became president in July 2009.

Sources of Funds
The College receives funds from five sources: state allocations, tuition/fee revenues, Johnston County, federal government, and private support. State funds are allocated to the community colleges based on a formula comprised of the average number of full-time equivalent (FTE) enrollments for the year, by direct appropriation, or in response to requests for proposals. The formula varies by degree, certificate, continuing education, and extension programs. Some programs, like community service and summer classes, are considered self-supported offerings.

ACCREDITATIONS / APPROVALS

Johnston Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Johnston Community College.

In addition to the SACSCOC accreditation, Johnston Community College is accredited or approved by the following:

- American Society for Clinical Pathology - Phlebotomy
- American Society of Health-System Pharmacists (ASHP)/Accreditation Council for Pharmacy Education (ACEPE)
- American Society of Phlebotomy Technicians (EKG)
- American Society of Radiologic Technologist for Continuing Education – Mammography
- Commission on Accreditation of Allied Health Education Programs (www.caahp.org) upon the recommendation of Medical Assisting Review Board (MAERB)
- Commission on Accreditation of Allied Health Education Programs - Diagnostic Medical Sonography - General
- Commission on Accreditation of Allied Health Education Programs - Diagnostic Medical Sonography - Cardiac
- Commission on Accreditation of Allied Health Education Programs - Diagnostic Medical Sonography - Vascular
- North Carolina Division of Health Services Regulation Center for Aide Regulation and Education - Nurse Aide I
- Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- National Association for the Education of Young Children - Child Development Center
- National Association for the Education of Young Children - Early Childhood Education
- North Carolina Board of Massage and Body Work Therapy - Therapeutic Massage
- North Carolina Criminal Justice Education and Training Standards Commission - BLET
- North Carolina Office of Emergency Medical Science
- North Carolina State Board of Cosmetic Arts
- North Carolina Board of Nursing - Associate Degree Nursing
- North Carolina Board of Nursing - NAII

Johnston Community College is an approved teaching site through the North Carolina Office of EMS and is recognized as a training center for the American Heart Association. The College is also an approved teaching site for Pre-Hospital Trauma Life Support through the National Association of EMT.

Johnston Community College is a Qualified Paralegal Studies Program of the North Carolina State Bar Board of Paralegal Certification.

The nursing education program is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN).
COLLEGE FOUNDATION – GIVING OPPORTUNITIES
The College Foundation is established and operated as a tax-exempt nonprofit corporation subject to the provision of Section 501(c)(3) of the Internal Revenue Code and G. S. 55A-1-01 et seq. of the laws of the state of North Carolina. The College Foundation exists as per the authority of the Board of Trustees of Johnston Community College, which established the College Foundation in 1982. It is administered by an independent board of directors, community citizens who serve voluntarily and without compensation.

Board of Directors
The College Foundation and its board of directors, consisting of College and community volunteers, work with the College president, vice presidents, and resource development professionals to coordinate private giving to the College – identifying, receiving, and managing gifts, bequests, and financial resources from private and corporate sources. The Foundation is a well-established, viable, and secure nonprofit organization serving current, past, and future students; faculty and staff; and indeed the entire community.

Steered by dedicated business, civic, and public leaders, the College Foundation provides a means for local and regional community-based citizens to take an active role in promoting the future of Johnston Community College and assuring its continued success.

Purpose
The purpose of the Foundation is to promote and develop public gift support for Johnston Community College through solicitation of private gift contributions and the prudent management and investment of such gifts for enhancement and advancement of the College, its programs and activities, and for student educational loans, scholarships, and grants.

The College Foundation values honesty and integrity in its relationships with the College, donors, and the community. The College Foundation will provide a portfolio of giving opportunities within a framework that respects the desires and charitable choices and preferences of our donors, including named endowment funds and named annual scholarship funds, special purpose funds, and general purpose funds. The College Foundation provides assistance to prospective donors through a comprehensive program of tax-wise gift alternatives through planned giving and estate planning, while respecting the professional legal and fiscal counsel representing each donor.

Assets/Giving
As of June 30, 2015, assets of the JCC Foundation were more than $7.2 million with over $5 million invested for endowed funds. The Foundation assets also include annual scholarships and special purpose funds that direct resources to support and advance various initiatives such as the Arboretum, Howell Woods, Performing Arts, Johnston County Workforce Development Center, The Frank Creech Art Gallery, student leadership, the library, academic enrichment, and emergency student assistance.
For a listing of current Foundation scholarships, see the Student Development Services section of this catalog under the Financial Aid heading.
GENERAL ADMISSION POLICY

Johnston Community College operates under the open door admission policy. Any high school graduate or nongraduate who is 18 years of age or older and can benefit by pursuing further education may be admitted to the College, provided the person completes both the application and admission process.

It is the policy of Johnston Community College to encourage individuals to complete their high school education before seeking admission to the College. Counseling and guidance are provided as a part of the admission process to help the applicant establish educational goals and select a program of study appropriate to the applicant's interests, aptitudes, and career objectives.

Applicants for admission are accepted and placed in a program of study based upon general admission standards. For certain programs of study, applicants are required to also meet specific program admission standards, as described in this section under the Admission Standards heading.

Admission policies and standards are established upon recommendation of the respective admissions committees and administration and approval of the Board of Trustees. The vice president of student services is responsible for admission of curriculum students and administration of admission policies.

The College is a Service-members Opportunity College serving the voluntary higher education needs of military students.

Students with a felony conviction may have limited certification and employment opportunities.

ADMISSION STANDARDS

General Admission Standards

General admission standards for curriculum programs of study are as follows:

- **Age.** Applicants for all general, technical, and vocational education programs, basic skills programs, and continuing education courses must be at least 18 years of age or be a high school graduate. However, a basic skills program applicant who is 16 and 17 may be considered for enrollment under special circumstances and may be admitted to an appropriate program of study in accordance with policy established by the State Board of Education. Students entering Basic Law Enforcement Training (BLET) must be at least 20 years of age.

- **Education.** An applicant's general level of education should be sufficient to make possible reasonable progress in the program of study. Applicants for associate degree programs must be high school graduates or equivalent, as recognized by the state. The College will only recognize high school diplomas from regionally accredited schools or home schools registered with the state. Students not completing such a program must complete the high school equivalency diploma program through an accredited institution.

Specific Program Admission Standards

Admission standards for specific curriculum programs of study are as follows:

1. Applicants for admission to the following programs are required to meet the above general admission standards in terms of age and education: accounting; air conditioning, heating, and refrigeration technology; associate in arts; associate in engineering; associate in general education; associate in science; bioprocess technology; business administration; community Spanish interpreter; computer science; emergency medical science, magnetic resonance imaging; medical assisting, medical sonography; pharmacy technology; radiography, and therapeutic massage) will submit to criminal background checks and initial and random drug screening as directed by affiliating clinical agencies. Clinical agencies may require criminal background checks and drug screening every six months while enrolled in the program. Clinical agencies also may require documentation of health insurance coverage while enrolled in the program. Clinical agencies reserve the right to deny students access based on criminal background. This denial will result in the inability of the student to successfully complete the program.

2. **Health Programs.** Students accepted to health programs (associate degree nursing, cardiac and vascular sonography, computed tomography, emergency medical science, magnetic resonance imaging, medical assisting, medical sonography, pharmacy technology, radiography, and therapeutic massage) will submit to criminal background checks and initial and random drug screening as directed by affiliating clinical agencies. Clinical agencies may require criminal background checks and drug screening every six months while enrolled in the program. Clinical agencies also may require documentation of health insurance coverage while enrolled in the program. Clinical agencies reserve the right to deny students access based on criminal background. This denial will result in the inability of the student to successfully complete the program.

3. Specific program admission requirements in addition to age and education are applicable to the following programs of study:

   a. **Associate Degree Nursing**

      The Associate Degree Nursing program at Johnston Community College is a 2-year program that runs over 5 semesters. Students are admitted in the Fall semester of each year. The Associate Degree Nursing program has a limited enrollment number and meeting the admission requirements does not guarantee admission to the program.

      Applicants are admitted under provision of the admission policies of Johnston Community College and the Associate Degree Nursing Program as specified in the Johnston Community College Catalog. The guidelines, deadline dates, and admission policies apply to all applicants equally. Applicants are selected on the basis of academic records, admission testing, and the maximum number of seats available as approved by the State Board of Nursing.

      - Applicants interested in Fall 2017 admission will have an opportunity to begin applying to the program for early acceptance. Dates to apply for early acceptance
are August 25–September 30, 2016 by 12 noon. A limited number of applicants will be notified of their acceptance in January 2017. Completion of Phases I & II is required by the dates stated under the Phase to be considered for early acceptance. Applicants not accepted in this round will be re-considered and notified of their status in May. Students can resume submitting applications for Fall admission October 17.

Early Acceptance
• For Fall admission only
  Deadline 12:00 noon August 25- September 30, 2016

Day Program Option
• Begins Fall each year (Admitting approx. 50-60)*
  Deadline 5:00 p.m. on March 1 of admitting year

Advanced Placement
• For Fall (second year) placement
  Deadline 5:00 p.m. on March 1
• For Spring (first year) placement
  (Availability of space)*
  Deadline 12:00 noon on August 1
  * Based on the maximum number approved by the State Board of Nursing.

A student must complete Phases I & II of the Admissions Policy and achieve a minimum score of Proficiency on the ATI Test of Essential Academic Skills (ATI TEAS) to be considered an applicant to the Associate Degree Nursing Program.

(Licensed practical nurses will be considered on a case by case basis.)

A student with two previous attempts in an Associate Degree, Licensed Practical Nurse or Baccalaureate Degree Nursing Program is ineligible to apply to the JCC Associate Degree Nursing Program. However, a student who has not been enrolled in a nursing program for 36 consecutive months may request re-evaluation. A student who exits the JCC program for any reason (and who has not been enrolled in a nursing program previously) may re-enter the JCC nursing program one time.

PHASE I: Admission Requirements
Deadline date: Early Acceptance: Sept. 30 by 12:00 noon
Deadline date: Regular Acceptance: February 20 by 5:00 p.m.
• Current application to Johnston Community College on file in Student Services
• Official transcripts from high school / GED scores and all colleges attended on file in Student Services
• Have a current GPA of 2.0 or higher
• Have graduated or will graduate from high school or the equivalent, as recognized by the State of North Carolina, before entering the Associate Degree Nursing Program
• Complete the College placement test (if required) or meet test exemption requirements
• Complete an interview with a counselor in the Office of Enrollment and Student Success
• Show completion of high school or college level general biology course (with a lab component) with a grade of “C” or higher
• Show completion of high school or college level chemistry course (with a lab component) with a grade of “C” or higher
• BIO courses (168, 169, and 175) over five (5) years old from the year of admittance will not be accepted
• Completion of algebra I or II with a grade of “C” or higher and / or completion of required developmental math courses
• Place into ENG 111 and DMA 060 or DMA 065
• Attend a MANDATORY Health Sciences Information Session – dates and times available on the College website at www.johnstoncc.edu. (Please bring a copy of the Program Admission Policy to the session.) Multiple sessions are conducted prior to the application deadlines. Applicants MUST attend one session – no exceptions.
• Complete or show enrollment in a North Carolina state approved Nurse Aide I course and current (active) listing on the NCNA registry by June 15th of admitting year with no substantiated findings of resident abuse, resident neglect, or misappropriation of resident property in a nursing facility.
• A copy of the certificate of completion OR transcript OR registration form showing current enrollment in an approved program OR a letter (on official letterhead) from the NCNAR showing completion of an approved program must be submitted with the nursing program application. An approved program will have classroom, laboratory, and clinical components.
• *Challenging the Nurse Aide I examination will not meet this requirement.
• State-approved high school nurse aide training programs meet the same standard as all other state-approved Nurse Aide I training programs in North Carolina.

PHASE II: Program Application and Health Occupations Test
Deadline date: Early Acceptance: October 7 by 12:00 noon
Deadline date: Regular Acceptance: Feb. 28 by noon.

Applicants are responsible for ensuring all required materials and documents have been submitted to the Office of Enrollment and Student Success by the deadline date. If the deadline date falls on a weekend, all materials and documents are due the Friday before the deadline. Incomplete packets cannot be processed.

- Submit the program specific application (can only be received by attending the Information Session in Phase I). All requirements in Phase I must be met to submit the program specific application.
- The following forms must be submitted to the Office of Enrollment and Student Success:
  - Program specific application and copy of CNA program certificate of completion or transcript showing completion of an approved program or registration form showing enrollment in an approved program.
  - Copy of the Nurse Aide listing on the North Carolina Nurse Aide Registry if class completed. If class not yet completed, by June 15.
  - Complete the ATI Test of Essential Academic Skills (ATI TEAS). Please visit the website www.atitesting.com for additional information.
  - The testing fee of approximately $55 (subject to change without notice) will be paid at the Cashiers Office prior to testing. A Teas Testing Ticket is required to schedule the test and is obtained by submitting the program specific application.
- Applicants are allowed to test twice per academic year (August to March of the following year) with a thirty (30) day interval between testing dates.
- Applicants should allow three and one half hours to complete this computer-based test. The ATI TEAS cannot be taken until PHASE I is completed.
- Applicants must achieve a score of exemplary, advanced or proficient to be considered for admission to the nursing program. Testing can be done at JCC however, the College does accept transfer scores from ATI. These scores must be for the ATI TEAS released after August 31, 2016.
- Applicants are strongly encouraged to prepare in advance for the ATI TEAS test. Visit the Academic Enrichment Center for information on a free ATI TEAS prep course. Additionally, study materials may be purchased in the College Bookstore or on line at www.atitesting.com.

PHASE III: Ranking and Notification of Admission Status

- Only applicants who score exemplary, advanced, or proficient on the ATI TEAS will be considered in the point ranking.
- Only courses completed by the deadline date will be used in the point ranking of applicants. A grade of A, B, or C earned on the first attempt in courses will be used in the point ranking. NOTE: If BIO 168, 169 and 175 are over five (5) years old the most current grade will be used in point ranking. Additionally, applicants will only receive points for sequential Anatomy & Physiology I & II courses taken at the same college.
- All applicants will be ranked according to the highest to the lowest points. The number of applicants accepted to the program depends upon availability of seats. In the case where two or more applicants have the same number of points, ATI TEAS scores will determine point ranking.
- Notification will be sent to applicants for early acceptance in January and those applying for regular acceptance will be notified in late May.
- Applicants may be placed on an alternate list or not accepted at this time. The alternate list is for the current admitting year. All lists and program specific materials are destroyed after Fall classes begin – no waiting list is maintained. Applicants not accepted at this time may continue with college course work or schedule an appointment with a counselor to discuss other educational opportunities.
- If admitted, your program code will be changed by the Enrollment and Student Success staff. If a student changes programs after accepting a seat in nursing, the student is responsible for changing their program of study code with the Enrollment and Student Success Office.
- Applicants not accepted and desiring to be considered for next year must complete the Information Session, submit the program specific application, submit evidence of additional points and may elect to retake the ATI Test of Essential Academic Skills (ATI TEAS).

PHASE IV - Acceptance

Students accepted to the Associate Degree Nursing Program must:
- Return acceptance to the Enrollment and Student Success Office within five (5) days of the
date of the letter

- Attend a mandatory 2-day program orientation on the designated dates in June

- Show documentation of physical and emotional health by the student's primary care provider. (College approved forms will be distributed at orientation).

- Show evidence of current Healthcare Provider CPR certification (infant, child and adult) through the American Heart Association.

- Show evidence of Health Insurance coverage and maintain such coverage while enrolled in the nursing program.

- *Submit to criminal background checks and initial and random drug screenings as directed by affiliating clinical agencies. Criminal background checks and drug screenings must be completed through the College’s designated service provider. The student will incur the cost of the criminal background checks and drug screenings. Clinical agencies may require criminal background checks and drug screenings every six months while enrolled in the program.

*Information obtained from the criminal background checks and drug screenings could jeopardize the student’s ability to participate in clinical experiences and will result in the inability of the student to complete the program.

- The application for licensure examination with the North Carolina Board of Nursing contains questions as to whether or not the applicant has ever been convicted of a misdemeanor/felony excluding minor traffic violations. If the answer is “yes” the applicant is asked to provide an explanation. This question is asked because of the legal requirements for becoming licensed as a registered nurse in North Carolina. Similar requirements exist in other states.

- The Nursing Practice Act, Article 9 Chapter 90 of the General Statutes of North Carolina states that the North Carolina Board of Nursing may deny an application for licensure if the Board determines that the applicant:

  - Has given false information or has withheld material information from the Board in procuring or attempting to procure a license to practice nursing;

  - Has been convicted of or plead guilty or nolo contendere to any crime which indicates that the nurse is unfit to practice nursing; or that the nurse has deceived or defrauded the public.

- The College reserves the right to change any restrictions or program requirements at any time. Every effort is made to provide a one year notice however, changes or revisions that occur as the result of accreditation or approval body standards and criteria may be implemented with limited notice.

Advanced Placement/Readmission Policy

Fall placement (second year) deadline date: March 1-5:00 pm

Spring placement (first year)-deadline date: July 15-12:00 noon

Note: If the date falls on the week-end the Friday before-12 noon is the deadline date and time

Johnston Community College Associate Degree Nursing offers three options for advance placement admission. The applicant may transfer credit from an approved nursing program completed at another college, or the student is a licensed practical nurse or previously enrolled in the Nursing program at JCC and unable to progress in the program. Applicants must meet the general admission requirements as outlined in Phase I and II, of the Nursing admission policy and as specified in the Johnston Community College catalog. Applicants are considered under provision of the general admission policy of the Associate Degree Nursing program, academic records, admission testing, Phases III and IV (outlined below) and availability of space.

All related and Nursing classes in the prior semester to their point of entry must be completed with a grade of C or higher. Transferring of Nursing credit will be determined by the Director of Nursing Education and Dean of Health, Wellness, & Human Services. The Registrar’s Office determines related course transfer credit. It is suggested if the applicant has been out of a program for one year to audit NUR classes the semester before their point of entry.

The guidelines, deadline dates and admission policies apply to all applicants equally. The student with two previous attempts in an Associate Degree, Licensed Practical Nursing or Baccalaureate Nursing program is ineligible to apply to JCC’s Associate Degree Nursing Program unless the student has not been enrolled in a nursing program for 36 consecutive months. The student may request consideration for re-evaluation to begin in the first semester. The student who exits a Nursing program (one time) for any reason can reapply within one year to be considered for one (1) opportunity to re-enter.

PHASE III: Ranking and Notification of Admission Status
Admission Information and Procedures

- Only applicants who score exemplary, advanced, or proficient on the ATI TEAS will be considered in the point ranking.
- Only courses completed by the deadline date will be used in the point ranking of applicants. A grade of A, B, or C earned on the first attempt in courses will be used in the point ranking. NOTE: If BIO 168, 169 and 175 are over five (5) years old the most current grade will be used in point ranking. Additionally, applicants will only receive points for sequential Anatomy & Physiology I & II courses taken at the same college.
- All applicants will be ranked according to the highest to the lowest points. The number of applicants accepted to the program depends upon availability of seats. In the case where two or more applicants have the same number of points, ATI TEAS scores will determine point ranking.
- Applicants interested in advanced placement must complete NUR 117 as indicated in the Program Plan of Study. Enrollment in the course may be done as a special student.
- Notification will be sent to applicants applying for advanced placement to spring semester in mid-December; and those applying for advanced placement to fall semester late in May.
- Applicants may be placed on an alternate list or not accepted at this time. The alternate list is for the current admitting year. All lists and program specific materials are destroyed after Fall classes begin – no waiting list is maintained. Applicants not accepted at this time may continue with college course work or schedule an appointment with a counselor to discuss other educational opportunities.
- If admitted, your program code will be changed by the Enrollment and Student Success staff. If a student changes programs after accepting a seat in nursing, the student is responsible for changing their program of study code with the Enrollment and Student Success Office.
- Applicants not accepted and desiring to be considered for next year must complete the Information Session, submit the program specific application, submit evidence of additional points and may elect to retake the Test of Essential Academic Skills (ATI TEAS).
- (Applicants not accepted at this time must reapply each year)

**PHASE IV: Acceptance**

Students accepted to the Associate Degree Nursing Program must:

- Return acceptance to the Enrollment and Student Success Office within five (5) days of the date of the letter
- Attend a mandatory program orientation on the designated date.
- Show documentation of physical and emotional health by the student’s primary care provider. (College approved forms will be distributed at orientation).
- Show evidence of current Healthcare Provider CPR certification (infant, child and adult) through the American Heart Association.
- Show documentation of health insurance coverage and maintain such coverage while enrolled in the program.
- *Submit to criminal background checks and initial and random drug screenings as directed by affiliating clinical agencies. Criminal background checks and drug screenings must be completed through the College's designated service provider. The student will incur the cost of the criminal background checks and drug screenings. Clinical agencies may require criminal background checks and drug screenings every six months while enrolled in the program.

*Information obtained from the criminal background checks and drug screenings could jeopardize the student's ability to participate in clinical experiences and will result in the inability of the student to complete the program.

The application for licensure examination with the North Carolina Board of Nursing contains questions as to whether or not the applicant has ever been convicted of a misdemeanor/felony excluding minor traffic violations. If the answer is “yes” the applicant is asked to provide an explanation. This question is asked because of the legal requirements for becoming licensed as a registered nurse in North Carolina. Similar requirements exist in other states.

The Nursing Practice Act, Article 9 Chapter 90 of the General Statutes of North Carolina states that the North Carolina Board of Nursing may deny an application for licensure if the Board determines that the applicant:

- Has given false information or has withheld material information from the Board in procuring or attempting to procure a license to practice nursing;
- Has been convicted of or plead guilty or nolo...
contendere to any crime which indicates that
the nurse is unfit to practice nursing; or that the
nurse has deceived or defrauded the public.

The College reserves the right to change any
restrictions or program requirements at any time.
Every effort is made to provide a one year notice
however, changes or revisions that occur as the
result of accreditation or approval body standards
and criteria may be implemented limited notice.

b. Basic Law Enforcement Training
- Complete the personal history questionnaire.
- Submit a copy of motor vehicle driver’s record
and a copy of court record from every county of
residence since 18 years of age.
- Complete the medical history statement and
obtain a medical physical indicating physician's
approval for participation.
- Must take the reading component of a nationally
standardized test within one year prior to
admission of BLET and the individual must score at
or above the tenth grade level or equivalent.
- Meet minimum standards for law enforcement
employment as contained in Chapter 9 of the
Criminal Justice Education and Training Standards,
North Carolina Administrative Code, Title 12.
- Be interviewed by the BLET director.

c. Cardiac Sonography
2017 Admissions Policy
The associate degree in cardiac sonography program
at Johnston Community College is a two- year
program that runs over five semesters. Students are
admitted to begin fall semester of each year. The
associate degree in cardiac sonography has a limited
enrollment number and meeting the admission
requirements does not guarantee admission to the
program.

Applicants are admitted under provision of the
admission policies of Johnston Community College
and the associate degree cardiac sonography
program as specified in the Johnston Community
College Catalog. The guidelines, deadline dates, and
admission policies apply to all applicants equally.
Applicants are selected on the basis of academic
records, admission testing and the maximum
number of seats available as determined by CAAHEP/
JRCDMS.

Phase I and II are completed by the applicant and
must be completed by the specified deadline dates. Phase III is completed by the College and only the
accepted will complete Phase IV.

PHASE I-A: Admission Requirements
Deadline Date: February 20 5:00 p.m.
- Current application for admission to the College
  on file.
- Official transcripts from high school/GED scores and all colleges on file in the Office of
  Enrollment and Student Success.
- Completed the College placement test or met
test exemption requirements if required.
- Completed an interview with a Counselor in the
  Office of Enrollment and Student Success.
- Graduated or will graduate from high school
  or the equivalent, as recognized by the State of
  North Carolina, before entering the associate
degree medical sonography program.
- Have a current cumulative GPA of 2.0 or higher.
- Place into ENG 111 and MAT 171 or MAT 143.
- Attend a MANDATORY Health Science
  Information Session dates and time available
  on the College Web site. (Please bring a copy of
  the Program Admission Policy to the session).
  Multiple sessions are conducted prior to the
  application deadlines. Applicants MUST attend
  one session – no exceptions.
- Prerequisites:
  Must be completed by March 1 with a minimum
  grade of “C”
  - BIO 163 – Anatomy & Physiology or
    BIO 168 & BIO 169
  - PHY 110 & PHY 110A – Conceptual Physics & Lab
    or college level physics with lab
  - COM 231 – Public Speaking
  - MAT 152 – Statistical Methods I or a college level
    statistics course or college algebra
  - CNA I Certification (Certified by April 1 of
    admitting year)
  - Complete a North Carolina state approved
    Nurse Aide I course to include theory, lab,
    and clinical components. Challenging the NA I
    examination will not meet this requirement.
  - Current (active) listing on the NCNA registry by
    April 1 with no substantiated findings of resident
    abuse, resident neglect, or misappropriation of
    resident property in a nursing facility.
  - CNA is not required for applicants holding an
    Associate Degree or Bachelor Degree in Nursing
    or an Allied Health Degree* and are currently
certified or applicants currently enrolled in the
final semester of a Nursing or Allied Health
Profession*. Applicants enrolled in the
final semester of a nursing or allied health program
must provide a letter from the program director
verifying enrollment and anticipated graduation
date.

*Note: State-approved high school Nurse Aide
training programs meet the same standard as all
other state-approved Nurse Aide I training programs
in North Carolina.
PHASE II: Program Application and Health Occupations Test

Deadline Date: Regular Program Acceptance – February 28 by 12:00 noon

Applicants are responsible for making sure all materials have been submitted to the Office of Enrollment and Student Success by the deadline. If the deadline date falls on a weekend, all materials are due the Friday before the deadline. Incomplete application packets will not be processed.

The following forms must be submitted in the application packet to the Office of Enrollment and Student Success:

• Program Specific Application (can only be received by attending the Information Session in Phase I). All requirements in Phase I-A and I-B must be met to submit the program specific application.

• Copy of CNA program certificate of completion or a transcript showing completion.

• Copy of Nurse Aide listing on the North Carolina Nurse Aide Registry

• A letter from the Program Director verifying program enrollment and anticipated date of graduation (if in an Allied Health Program*).

• Complete the ATI Test of Essential Academic Skills (ATI TEAS).

• Complete the ATI Test of Essential Academic Skills (ATI TEAS). Please visit the web-site (www.atitesting.com) for additional information.

• The testing fee of $55 (subject to change without notice) will be paid at the Cashiers Office prior to testing. A Teas Testing Ticket is required to schedule the test and is obtained by submitting the program specific application.

• Applicants are allowed to test twice per academic year (August to March of the following year) with a thirty (30) day interval between testing dates.

• Applicants should allow three and one half hours to complete this computer-based test. The ATI TEAS cannot be taken until PHASE I is completed.

• Testing can be done at JCC however, the College does accept transfer scores from ATI. These scores must be for the ATI TEAS released after August 31, 2016. Applicants are strongly encouraged to prepare in advance for the TEAS test. Additionally, study materials may be purchased in the College Bookstore or on line at www.atitesting.com.


PHASE III: Ranking and Notification of Admission Status

• All applicants will be ranked according to the highest to the lowest points. The number of applicants accepted to the program depends upon availability of seats. In the case where two or more applicants have the same number of points, TEAS scores will determine point ranking.

• Only courses that have been completed, with a grade of A, B, or C, will be used in the point ranking process.

• Additional points will be given on the point ranking for applicants who have completed a medical terminology curriculum course or a HSC course with a grade of “C” or better.

• Notification will be sent to those who completed the ranking review in late May.

• Applicants may be placed on an alternate list or not accepted at this time. The alternate list is for the current admitting year. All list and program specific materials are destroyed after fall classes begin-no waiting list. Applicants not accepted at this time may continue the college in the current program or schedule an appointment with a counselor to discuss other educational opportunities.

• If admitted, your program will be changed by the Office of Enrollment and Student Success Staff. If a student changes programs after accepting a seat in sonography, the student is responsible for changing their program of study code with the Enrollment and Student Success Office.

• Applicants not accepted and desiring to be considered for next year must complete the information session, submit program specific application, submit evidence of additional points, and may elect to complete the Health Occupations Test (ATI Teas).

PHASE IV – Acceptance

The student accepted to the associate degree cardiac and vascular sonography program must:

• Return acceptance to the Admission Office within five (5) days of the date on the letter.

• Attend a mandatory program orientation on the
designated date

- Show documentation of physical and emotional health by the student's primary care provider. (College approved forms will be distributed at orientation).
- Show evidence of current AHA Healthcare Provider CPR certification (infant, child, and adult) through the American Heart Association.
- Must submit to criminal background checks and initial & random drug screenings as directed by affiliating clinical agencies. Criminal background checks and drug screenings must be completed through the college's designated service provider. The student will incur the cost of the criminal background checks and drug screenings. Clinical agencies may require criminal background checks and drug screenings every 6 months while enrolled in the program.
- Information obtained from the criminal background checks and drug screenings could jeopardize the student's ability to participate in clinical experiences and would result in the inability of the student to complete the program.

d. Computed Tomography (CT)
- Must be a graduate from JRCERT accredited associate or bachelor’s degree radiography program and must have achieved a 2.5 GPA or higher at the time of application.
- Must be certified by the American Registry of Radiologic Technologists (ARRT) or be ARRT eligible. Certification eligible students accepted into the program must show evidence of ARRT certification to receive their certificate and/or diploma.
- If accepted, must submit verification of CPR certification.
- Students with a felony conviction may have limited certification and employment opportunities. If admitted, will submit to criminal background checks and initial and random drug screening as directed by affiliating clinical agencies. Clinical agencies reserve the right to deny students access based on criminal background. This denial will result in the inability of the student to successfully complete the program.

Applicants applying for the fall term must submit all documents listed in Step I by March 1. Applicants applying for the spring term must submit all documents in Step I by November 1.

Step I: Application Process
1. Submit a completed ECC application for admission (online or hard copy).
2. Submit a completed program application (CT).
3. Submit official high school transcript or equivalency.
4. Submit official transcript from a JRCERT approved radiography program that includes the fall semester of your senior year.
5. Submit official transcripts supporting all other college courses.
6. Submit verification of ARRT registration (if applicable).

The CT program has a points based acceptance process. Applicants will be ranked based on the categories listed on the applicant point’s explanation sheet. In order to receive points in a category, applicants must send supporting documentation with the other documents required in Step I.

For more information, please visit www.edgecombe.edu

g. Cosmetology
- Meet health standards specific to the occupation.
- Must place into at least DRE 097.
- A cosmetology student transferring to Johnston Community College from another cosmetology art school must complete at least 500 hours at JCC.

h. Early Childhood Education
2016 and 2017 Admission Policy
Students must complete the placement test during the admission process and must have placed out of DRE 096 before they can enroll in EDU courses with the exception of EDU 119. Students may be required to complete developmental DRE courses while also taking EDU courses (co-requisites). Please note that students that withdraw or do not successfully complete their DRE courses, will be required to re-register for their DRE course or drop the co-requisite EDU courses.
- JCC Early Childhood Education students are required to take EDU practicum courses at JCC. These courses cannot be transferred from other colleges.
- Prior to practicum coursework requirements, the student may be required to furnish a statement signed by a licensed physician that indicates the student is emotionally and physically fit to care for children and an initial test showing the student to be free of active tuberculosis as well as other requirements.
- Prior to the practicum coursework requirements, students may be required to submit a certified criminal history check from the Clerk of Superior Court's Office and a completed fingerprint card for submission to the State Bureau of Investigation (SBI) for a criminal history check (Section 2700 of Subchapter 3U- Child Day Care Rules on Criminal Records Check).

Students with a felony conviction may have limited certification and employment opportunities in the field and may not be able to complete the early childhood
education degree.

i. Emergency Medical Science

2016 and 2017 Admissions Policy
Applicants are admitted under provision of the admission policies of Johnston Community College and the Associate Degree Emergency Medical Science Program as specified in the Johnston Community College Catalog. Applicants are selected on the basis of their achievement potential through the use of previous academic records and based on the number of available seats in the program.

In order for a student to be considered for admission to the EMS Program, the applicant must complete Phases I and II below. Applicants can test for the NC Emergency Medical Technician-Basic (EMT-B) certification after successfully completing the first semester.

Advanced Placement
A certified EMT-Basic or EMT-Intermediate, completed by transfer credit or through certification can apply for spring admission if they have completed all required courses in the fall semester as outlined in the JCC EMS program of study. Applicants applying to the Bridging option must hold a current North Carolina EMT-Paramedic certification. Applicants from out of state who hold a National Registry Paramedic certification must obtain a North Carolina Paramedic credential through the North Carolina Office of EMS reciprocity process.

PHASE I: Application and Admission Process
• Submit a completed application to Johnston Community College
• Official transcripts from high school or high school equivalency exam scores and all colleges sent to the College.
• Have graduated or will graduate from high school or the equivalent, as recognized by the State of North Carolina, before entering the associate degree EMS program.
• Complete the College placement test or met test exemption requirements.
• Have attained a minimum grade of “C” in a general biology course at the high school or college level.
• Maintained a 2.0 or higher grade point average.
• Place into ENG 111 and MAT 143.
• Complete an interview with a counselor after completing the College placement test and or all official College transcripts have been received by the College. All transcripts must be on file to complete the interview.

(Applicants must complete all of Phase I and meet admission requirements to advance to Phase II)

PHASE II: Program Application and Notification and Acceptance
• Submit a program specific application by May 1 of the admitting year. The college reserves the right to extend the application deadline when warranted. Program specific applications are available beginning September 1 of the prior admitting year in the Student Services Office. Twenty-five students are admitted each fall on a first-come, first served basis. Applications must be submitted to the Office of Enrollment and Student Success with the following items listed:
• Copy of counselor interview summary
• Applicants are notified by mail of their acceptance.
• Must attend a program orientation in June of the admitting year by the program director or designee. You will receive a letter providing additional information in late May. Due to the demand of health science programs, students are encouraged to complete advising and registration at the program orientation. To secure their position in the program students are encouraged to have met their financial obligations to the College after registering for classes.
• Show documentation of physical and emotional health by the student's primary care provider. (College approved forms will be distributed at orientation).
• Completion of all forms (medical, criminal background checks and drug screening) are due in the first semester.
• Show evidence of health insurance coverage and maintain such coverage while enrolled in the emergency medical science program.

*Students admitted to the associate degree Emergency Medical Services program at Johnston Community College will submit to criminal background checks and drug screening upon admission to the program and random drug screening as directed by affiliating agencies. Information obtained from the criminal background check could jeopardize the student’s ability to participate in clinical experiences and would result in the inability of the student to complete the program. Clinical agencies may require criminal background checks and drug screening every six months while enrolled in the program.
The application for certification examination with the North Carolina Office of EMS inquires whether or not the applicant has ever been convicted of a misdemeanor/felony including minor traffic violations. If the answer is “yes” the applicant is asked to provide an explanation. This question is asked because of the legal requirements for becoming a certified EMT or Paramedic in North Carolina. Similar requirements exist in other states. Individuals applying for an EMS certification in the state of North Carolina are subject to the provision of the North Carolina general Statues on EMERGENCY MEDICAL SERVICES AND TRAUMA RULES found in section 10A NCAC 13P.

NOTE:
Having a criminal history, including felony conviction, does not necessarily preclude an individual from applying for or receiving a North Carolina EMS certification. The NC Office of EMS will evaluate individuals on a case by case basis, but only after that individual has completed an approved educational course, passed a state certification exam and applied for certification.

The College reserves the right to change any restrictions or program requirements at any time. Every effort is made to provide a one year notice however, changes or revisions that occur as the result of accreditation or approval body standards and criteria may be implemented with limited notice.

The application for certification examination with the North Carolina Office of EMS inquires whether or not the applicant has ever been convicted of a misdemeanor/felony including minor traffic violations. If the answer is “yes” the applicant is asked to provide an explanation. This question is asked because of the legal requirements for becoming a certified EMT or Paramedic in North Carolina. Similar requirements exist in other states. Individuals applying for an EMS certification in the state of North Carolina are subject to the provision of the North Carolina general Statues on EMERGENCY MEDICAL SERVICES AND TRAUMA RULES found in section 10A NCAC 13P.

NOTE:
Having a criminal history, including felony conviction, does not necessarily preclude an individual from applying for or receiving a North Carolina EMS certification. The NC Office of EMS will evaluate individuals on a case by case basis, but only after that individual has completed an approved educational course, passed a state certification exam and applied for certification.

The College reserves the right to change any restrictions or program requirements at any time. Every effort is made to provide a one year notice however, changes or revisions that occur as the result of accreditation or approval body standards and criteria may be implemented with limited notice.

The College reserves the right to change any restrictions or program requirements at any time. Every effort is made to provide a one year notice however, changes or revisions that occur as the result of accreditation or approval body standards and criteria may be implemented with limited notice.

j. Medical Assisting

2017 Admissions Policy
Applicants are admitted under provision of the admission policies of Johnston Community College and the Medical Assisting Program as specified in the Johnston Community College Catalog. Applicants are selected on the basis of their achievement potential through the use of previous academic records based on the number of available seats in the program. The Medical Assisting program offers a Diploma and an Associate Degree option during the day.

In order for a student to be considered for admission to the Medical Assisting Program, Phases I must be completed prior to 5:00 p.m., April 1st (application deadline) of the year of application entrance. If the deadline date falls on a weekend, all materials and documents are due The Friday before the deadline.

The College reserves the right to extend the application deadline when warranted.

PHASE I: Application and Admission Process
Deadline date: March 24, noon.
• Submit a completed application to Johnston Community College
• Official transcripts from high school and all colleges sent to the College. Have graduated or will graduate from high school or the equivalent, as recognized by the State of North Carolina, before entering the Medical Assisting Program.
  • Complete the College placement test or met test exemption requirements.
  • Place into ENG 111 and MAT 110.
  • Have a cumulative grade point average of 2.0 or higher.
  • Complete interview with a counselor in Student Services.
  • Attend a mandatory Health Science Information Session (Please bring a copy of the Program Admission Policy to the session). Please view the Medical Assisting web-site-Information Session for dates and times.

(Applicants must complete all of Phase I to advance to Phase II)

PHASE II: Program Application, Point Ranking and Notification of Acceptance
• Submit a program specific application (can only be received by attending/ information session in Phase I). The following forms must be submitted to the Admissions Office no later than 12:00 noon on April 1 (in a packet):
  – Program Specific Application
  – Copy of counselor interview summary
  – Copy of CNA certificate of completion (optional, to obtain points).
  – Copy of North Carolina Nurse Aide Registry listing (optional, to obtain points).

Incomplete Packets cannot be processed
– Applicants will be admitted to the Medical Assisting based on a point ranking system. Applicants can receive points by completing related course work in the Medical Assisting program and/or completing an approved CNA class (optional).

To qualify for CNA points: Applicants must have successfully completed a Certified Nurse Aide I Program. Additional points can be earned by currently listed on the North Carolina Nurse Aide I Registry with no substantiated findings of resident abuse, resident neglect or misappropriation of resident property in a Nursing Facility. The Certified Nurse Aide I Training Program must include theory, lab, and clinical components. The applicant must provide a copy of the certificate of completion from an approved program. Applicants must be listed on the registry by April 1 (optional, only to obtain additional points). Points are given for completing
the class and additional points for listed currently on the North Carolina Nursing Aide I Registry.

- All applicants will be ranked according to the highest to the lowest points. The number of applicants accepted to the program depends upon availability of seats. In the case where two or more applicants have the same number of points, grade point average will determine point ranking. Only courses that have been completed, with a grade of A, B, or C, by the deadline will be used in the point ranking process.

- Receive notification of provisional acceptance by mail to those who completed the ranking review in late May or early June. Applicants not admitted will be placed on stand-by.

- The student accepted to the Medical Assisting Program must:
  - Return acceptance to the Admission Office within five (5) days of the date of the letter.
  - Attend a mandatory program orientation on the designated date.
  - Show documentation of physical and emotional health by the student's primary care provider. (College approved forms will be distributed at orientation).
  - Show evidence of current Healthcare Provider CPR certification (infant, child, and adult) through the American Heart Association prior to entering the Medical Clinical externship, Summer semester.
  - Show evidence of health insurance coverage and maintain such coverage while enrolled in the medical assisting program.
  - *Submit to criminal background checks and initial and random drug screenings as directed by affiliating clinical agencies. Criminal background checks and drug screenings must be completed through the College’s designated service provider. The student will incur the cost of the criminal background checks and drug screenings.
  - Show documentation of health insurance coverage and maintain such coverage while enrolled in the program.

*Information obtained from the criminal background checks and drug screenings could jeopardize the student’s ability to participate in clinical experiences and would result in the inability of the student to complete the program.

The application for certification examination with the AMA contains questions as to whether or not the applicant has ever been convicted of a misdemeanor or felony excluding minor traffic violations. If the answer is “yes” the applicant is asked to provide an explanation. The certification application also asks if a student has received sanctions that are result of a violation of academic honor codes based on these questions.

*The College reserves the right to change any restrictions or program requirements at any time. Every effort is made to provide a one year notice however, changes or revisions that occur as the result of accreditation or approval body standards and criteria may be implemented with limited notice.*

### k. Medical Sonography

**2017 Admissions Policy**

The associate degree in medical sonography program at Johnston Community College is a two-year program that runs over five semesters. Students are admitted to begin fall semester of each year. The associate degree in medical sonography has a limited enrollment number and meeting the admission requirements does not guarantee admission to the program.

Applicants are admitted under provision of the admission policies of Johnston Community College and the associate degree medical sonography program as specified in the Johnston Community College Catalog. The guidelines, deadline dates, and admission policies apply to all applicants equally. Applicants are selected on the basis of academic records, admission testing and the maximum number of seats available as determined by CAAHEP/JRCDS.

Phase I and II are completed by the applicant and must be completed by the specified deadline dates. Phase III is completed by the College and only the accepted will complete Phase IV.

**PHASE I-A: Admission Requirements**

**Deadline Date: February 20 5:00 p.m.**

- Current application for admission to the College on file.
- Official transcripts from high school/GED scores and all colleges on file in the Office of Enrollment and Student Success.
- Completed the College placement test or met test exemption requirements if required.
- Graduated or will graduate from high school or the equivalent, as recognized by the State of North Carolina, before entering the associate degree medical sonography program.
- Place into ENG 111 and MAT 171 or MAT 143.
- Have a current cumulative GPA of 2.0 or higher.
- Attend a MANDATORY Health Science
Information Session dates and time available on the College Web site. (Please bring a copy of the Program Admission Policy to the session). Multiple sessions are conducted prior to the application deadlines. Applicants MUST attend one session – no exceptions.

- **Prerequisites:**
  - *Must be completed by March 1 with a minimum grade of “C”*
  - BIO 163 – Anatomy & Physiology or BIO 168 & BIO 169
  - PHY 110 & PHY 110A – Conceptual Physics & Lab or college level physics with lab
  - COM 231 – Public Speaking
  - MAT 152 – Statistical Methods I or a college level statistics course or college algebra
  - CNA I Certification (Certified by April 1 of admitting year)
  - Complete a North Carolina state approved Nurse Aide I course to include theory, lab, and clinical components. Challenging the NA I examination will not meet this requirement.
  - Current (active) listing on the NCNA registry by April 1 with no substantiated findings of resident abuse, resident neglect, or misappropriation of resident property in a nursing facility.
  - CNA is not required for applicants holding an Associate Degree or Bachelor Degree in Nursing or an Allied Health Degree* and are currently certified or applicants currently enrolled in the final semester of a Nursing or Allied Health Profession*. Applicants enrolled in the final semester of a nursing or allied health program must provide a letter from the program director verifying enrollment and anticipated graduation date.

*Note: State-approved high school Nurse Aide training programs meet the same standard as all other state-approved Nurse Aide I training programs in North Carolina.

**PHASE II: Program Application and Health Occupations Test**

**Deadline Date: Regular Program Acceptance – February 28 by 12:00 noon**

Applicants are responsible for making sure all materials have been submitted to the Office of Enrollment and Student Success by the deadline. If the deadline date falls on a weekend all materials are due the Friday before the deadline. Incomplete application packets will not be processed.

The following forms must be submitted in the application packet to the Office of Enrollment and Student Success:

- Program Specific Application (can only be received by attending the Information Session in Phase I). All requirements in Phase I-A and 1-B must be met to submit the program specific application.
  - Copy of CNA program certificate of completion or a transcript showing completion.
  - Copy of Nurse Aide listing on the North Carolina Nurse Aide Registry
  - A letter from the Program Director verifying program enrollment and anticipated date of graduation (if in an Allied Health Program*)
  - Complete the ATI Test of Essential Academic Skills (ATI TEAS).
  - Complete the ATI Test of Essential Academic Skills (ATI TEAS). Please visit the web-site (www.atitesting.com.) for additional information.
  - The testing fee of $55 (subject to change without notice) will be paid at the Cashiers Office prior to testing. A Teas Testing Ticket is required to schedule the test and is obtained by submitting the program specific application.
  - Applicants are allowed to test twice per academic year (August to March of the following year) with a thirty (30) day interval between testing dates.
  - Applicants should allow three and one half hours to complete this computer-based test. The ATI TEAS cannot be taken until PHASE I is completed.
  - Testing can be done at JCC however, the College does accept transfer scores from ATI. These scores must be for the ATI TEAS released after August 31, 2016. Applicants are strongly encouraged to prepare in advance for the TEAS test. Additionally, study materials may be purchased in the College Bookstore or on line at www.atitesting.com.


**PHASE III: Ranking and Notification of Admission Status**

- All applicants will be ranked according to the highest to the lowest points. The number of applicants accepted to the program depends upon availability of seats. In the case where two or more applicants have the same number of points, TEAS scores will determine point ranking.
- Only courses that have been completed, with a grade of A, B, or C, will be used in the point ranking process.
• Additional points will be given on the point ranking for applicants who have completed a medical terminology curriculum course or a HSC course with a grade of "C" or better.

• Notification will be sent to those who completed the ranking review in late May.

• Applicants may be placed on an alternate list or not accepted at this time. The alternate list is for the current admitting year. All list and program specific materials are destroyed after fall classes begin-no waiting list. Applicants not accepted at this time may continue the college in the current program or schedule an appointment with a counselor to discuss other educational opportunities.

• If admitted, your program will be changed by the Office of Enrollment and Student Success Staff. If a student changes programs after accepting a seat in sonography, the student is responsible for changing their program of study code with the Enrollment and Student Success Office.

• Applicants not accepted and desiring to be considered for next year must complete the information session, submit program specific application, submit evidence of additional points, and may elect to complete the Health Occupations Test (ATI Teas).

PHASE IV – Acceptance
The student accepted to the Associate Degree Sonography Program must:

• Return acceptance to the Admission Office within five (5) days of the date on the letter.

• Attend a mandatory program orientation on the designated date

• Show documentation of physical and emotional health by the student's primary care provider. (College approved forms will be distributed at orientation).

• Show evidence of current AHA Healthcare Provider CPR certification (infant, child, and adult) through the American Heart Association.

• Submit to criminal background checks and initial and random drug screenings as directed by affiliating clinical agencies. Criminal background checks and drug screenings must be completed through the College's designated service provider.

The student will incur the cost of the criminal background checks and drug screenings. Clinical agencies may require criminal background checks and drug screening every 6 months while enrolled in the program. (College approved forms will be distributed at orientation). Information obtained from the criminal background checks and drug screenings could jeopardize the student's ability to participate in clinical experiences and would result in the inability of the student to complete the program.

The application for certification examination with the American Registry of Diagnostic Medical Sonographers (ARDMS) contains questions as to whether or not the applicant has ever been convicted of a misdemeanor or felony excluding minor traffic violations. If the answer is “yes” the applicant is asked to provide an explanation. The certification application also asks if a student has received sanctions that are result of a violation of academic honor codes. The ARDMS may deny an application for certification based on these questions. If a student has question of their eligibility for certification, a pre-application process is available by the ARDMS. Information obtained from the criminal background checks and drug screenings could jeopardize the student's ability to participate in clinical experiences and would result in the inability of the student to complete the program.

The College reserves the right to change any restrictions or program requirements at any time. Every effort is made to provide a one year notice however, changes or revisions that occur as the result of accreditation or approval body standards and criteria may be implemented with limited notice.

I. North Carolina Truck Driver Training School
• Have a completed DOT physical examination form and commercial driver's license permit.
• Have the state department of motor vehicles forward a copy of the applicant's seven-year motor vehicle record.
• Must be a U.S. citizen or permanent resident alien.

m. Pharmacy Technology
The pharmacy technology program offers diploma and associate degree options during the day. Applicants are admitted on a first-come, first-served basis and begins fall semester of each year. In order for a student to be considered for admission to the pharmacy technology program, Phase I must be completed by May 1. The college reserves the right to extend the application deadline when warranted.

PHASE I: Application and Admission Process
• Submit a completed application to Johnston
Community College.

• Submit official transcripts from high school and all colleges to the Admissions Office.

• Have graduated or will graduate from a high school or the equivalent, as recognized by the State of North Carolina before entering the pharmacy technology program.

• Have earned a minimum grade of “C” in one unit of biology or one unit of chemistry or the equivalent.

• Have earned a minimum grade of “C” in an algebra course.

• Complete the College placement test or met test exemption requirements.

• Place into ENG 111 and MAT 110.

• Be interviewed by a counselor after completing the College placement (if required) and/or after all official transcripts have been received by the College.

Phase II: Program Application and Notification of Acceptance

• Applicants must have met all admission requirements and submitted program specific application by the May 1 deadline to be considered for admission into the pharmacy technology program. Applicants are admitted on a first-come, first-served basis. The College reserves the right to extend the application deadline when warranted.

• Receive notification by mail from the College.

• Attend a mandatory program orientation by the program director or her designee on designated dates.

• Show College approved documentation of physical and emotional health by the student’s primary care provider.

• Show evidence of current Healthcare Provider CPR certification (infant child and adult) through the American Heart Association.

• Show evidence of personal health insurance and maintain while enrolled in the Pharmacy Technology program.

• Submit to criminal background checks and initial and random drug screenings as directed by affiliating clinical agencies. Criminal background checks and drug screenings must be completed through the College’s designated service provider. The student will incur the cost of the criminal background checks and drug screenings. Clinical agencies may require criminal background checks and drug screening every 6 months while enrolled in the program.

Information obtained from the criminal background checks and drug screenings could jeopardize the student’s ability to participate in clinical experiences and would result in the inability of the student to complete the program.

The College reserves the right to change any time. Every effort is made to provide a one year notice however, changes or revisions that occur as the result of accreditation or approval body standards and criteria may be implemented with limited notice.

n. Radiography

2017 Admissions Policy

The Associate Degree Radiography program at Johnston Community College is a two-year program that runs over five semesters. Students are admitted in the Fall semester of each year. The Associate Degree Radiography program has a limited enrollment number and meeting the admission requirements does not guarantee admission to the program.

Applicants are admitted under provision of the admission policies of Johnston Community College and the Associate Degree Radiography Program as specified in the Johnston Community College Catalog. The guidelines, deadline dates, and admission policies apply to all applicants equally. Applicants are selected on the basis of academic records, admissions testing, and the maximum number of seats available as approved by the JRCERT.

Phase I and II are completed by the applicant and must be completed by the specified deadline dates.

Phase III is completed by the College and only accepted will complete Phase IV.

PHASE I: Admission Requirements

Deadline Date: College Acceptance-February 20 by 5:00 p.m.

• Current application for admission to the College on file in Student Services

• Official transcripts from high school/GED scores and all colleges on file in Student Services Office.

• Complete the College placement test or met test exemption requirements

• Complete an interview with a counselor in the Office of Enrollment and Student Success.

• Have a current cumulative GPA of 2.0 or higher
• Have graduated or will graduate from high school or the equivalent, as recognized by the State of North Carolina, before entering the Associate Degree Radiography Program.

• Show completion of 2 of the following science courses:
  - High school or college level general biology course or equivalent with a grade of “C” or higher and/or
  - High school or college level chemistry course with a grade of “C” or higher and/or
  - High school or college level physics course with a grade of “C” or higher.

• Place into ENG 111 and MAT 143.

• Attend MANDATORY Health Science Information Session-dates and time available on the College web-site. (Please bring a copy of the program Admission Policy to the Session). Multiple sessions are conducted prior to the application deadlines. Applicants must attend one session.

• Applicants are highly encouraged to complete either job shadowing or a North Carolina approved Nurse Aide I course and current listing on the NCNAR for additional points on the point ranking.

• Job Shadowing: Applicants may complete job shadowing in the summer prior to applying to the program. Job shadowing is required to be completed at a hospital or free-standing imaging practice 8 hours of job shadowing experience in Radiography with the appropriate Job Shadowing Verification documentation or

• Approved Nurse Aide class and current listing on the NCNAR.

• Applicants are highly encouraged to complete a medical terminology course for additional points on the point ranking.

• To qualify for Job Shadowing points: Applicants must have completed 8 hours of job shadowing experience in Radiography with the appropriate Job Shadowing Verification documentation. Students are encouraged to complete during the Summer or early Fall prior to applying to the program.

• Copy of Nurse Aide listing on the North Carolina Nurse Aide Registry

To qualify for CNA points: Applicants must have successfully completed a Certified Nurse Aide I Program and be currently listed on the North Carolina Nurse Aide I Registry with no substantiated findings of resident abuse, resident neglect or misappropriation of resident property in a Nursing Facility. The Certified Nurse Aide I Training Program must include theory, lab, and clinical components. The applicant must provide a copy of the certificate of completion from an approved program.

Note: State-approved high school Nurse Aide training programs meet the same standard as all other state-approved Nurse Aide I training programs in North Carolina.

• PHASE II: Program Application and Health Occupations Test
Deadline Date: Regular Program Acceptance: February 28 by 12:00 noon

Applicants are responsible for ensuring all required materials and documents have been submitted to the Office of Enrollment and Student Success by the deadline date. If the deadline date falls on a week-end all materials are due the Friday before the deadline.

• Submit program specific application (received by attending an Information Session in Phase I). All requirements in Phase I must be met to submit the program specific application.

• The following forms must be submitted in the application packet to the Office of Enrollment and Student Success:
  - Program specific application
  - Job Shadowing Verification Form OR CNA-I certified by deadline of the admitting year. (to obtain points on point ranking, but not required) A copy of the CNA certificate of completion must be included.

To qualify for CNA points: Applicants must have successfully completed a Certified Nurse Aide I Program and be currently listed on the North Carolina Nurse Aide I Registry with no substantiated findings of resident abuse, resident neglect or misappropriation of resident property in a Nursing Facility. The Certified Nurse Aide I Training Program must include theory, lab, and clinical components. The applicant must provide a copy of the certificate of completion from an approved program.

Note: State-approved high school Nurse Aide training programs meet the same standard as all other state-approved Nurse Aide I training programs in North Carolina.
- Complete the ATI TEAS. Please visit www.atitesting.com for additional information.
- The testing fee of $55 (subject to change without notice) will be paid at the Cashiers Office prior to testing. A TEAS Testing Ticket is required to schedule the test and is obtained by submitting the program specific application.
- Applicants are allowed to test twice per academic year with a thirty (30) day interval between testing dates.
- Applicants should allow three and one half hours to complete this computer-based test. The TEAS cannot be taken until PHASE I is completed.
- Testing can be done at JCC however, the College does accept transfer scores from ATI. These scores must be for the ATI TEAS released after August 31, 2016.
- Applicants are strongly encouraged to prepare in advance for the TEAS test. Additionally, study materials may be purchased in the College Bookstore or on line at www.atitesting.com.

PHASE III: Ranking and Notification of Admission Status

- All applicants will be ranked according to the highest to the lowest points. The number of applicants accepted to the program depends upon availability of seats. In the case where two or more applicants have the same number of points, TEAS scores will determine point ranking.
- Only courses that have been completed, with a grade of A, B, or C will be used in the point ranking.
- Notification will be sent to a limited number of applicants for early acceptance in January and those applying for regular acceptance will be notified in late May.
- Applicants may be placed on an alternate list or not accepted at this time. The alternate list is for the current admittance year. All list and program specific materials are destroyed after fall classes begin-no waiting list. Applicants not accepted at this time may continue the college in the current program or schedule an appointment with a counselor to discuss other educational opportunities.
- If admitted, your program will be changed by the Enrollment and Student Success Staff.
- Applicants not accepted and desiring to be considered for next year must complete the information session, submit program specific application, submit evidence of additional points and may elect to complete the Health Occupations Test (ATI TEAS).

PHASE IV - Acceptance

The student accepted to the Associate Degree Radiography Program must:

- Return acceptance to the Admission Office within five (5) days of the date on the letter.
- Attend a mandatory program orientation on the designated date
- Show documentation of physical and emotional health by the student's primary care provider. (College approved forms will be distributed at orientation).
- Show evidence of current Healthcare Provider CPR certification (infant, child, and adult) through the American Heart Association.
- Submit to criminal background checks and initial and random drug screenings as directed by affiliating clinical agencies. Criminal background checks and drug screenings must be completed through the College's designated service provider. The student will incur the cost of the criminal background checks and drug screenings. Clinical agencies may require criminal background checks and drug screening every 6 months while enrolled in the program.

Information obtained from the criminal background checks and drug screenings could jeopardize the student's ability to participate in clinical experiences and would result in the inability of the student to complete the program.

The application for certification examination with the American Registry of Radiologic Technologists (ARRT) contains questions as to whether or not the applicant has ever been convicted of a misdemeanor or felony excluding minor traffic violations. If the answer is “yes” the applicant is asked to provide an explanation. The certification application also asks if a student has received sanctions that are result of a violation of academic honor codes. The ARRT may deny an application for certification based on these questions. If a student has question of their eligibility for certification, a pre-application process is available by the ARRT.

The College reserves the right to change any restrictions or program requirements at any time. Every effort is made to provide a one year notice however, changes or revisions that occur as the result of accreditation or approval body standards and criteria may be implemented with limited notice.

o. Therapeutic Massage

Admissions Policy
Applicants are admitted under provision of the admission policies of Johnston Community College and the Therapeutic Massage program as specified in the Johnston Community College Catalog. Applicants are selected on the basis of achievement potential through the use of previous academic records and based on a first come first served system. The college offers an associate degree, full-time Certificate I & II, and diploma program.

In order for a student to be considered for admission to the Therapeutic Massage Program, the applicant must complete Phase I. The college reserves the right to close applications when the cap is reached.

**PHASE I: Application and Admission Process**

- Submit a completed application to Johnston Community College.
- Official transcripts from high school and all colleges sent to JCC.
- Have graduated or will graduate from high school or the equivalent, as recognized by the State of North Carolina, before entering the Therapeutic Massage program.
- Must complete the college placement test or meet the test exemption requirements.
- Current grade point average of 2.0 or higher
- Must place into DRE 098.
- Complete a mandatory information session online or on campus. [http://www.johnstoncc.edu/programs/health-sciences/therapeutic-massage/information-session-on.aspx](http://www.johnstoncc.edu/programs/health-sciences/therapeutic-massage/information-session-on.aspx)
- Complete a interview with an admissions counselor after completing the college placement test and or all official transcripts have been received by the College.

**PHASE II: Program Application and Notification and Acceptance**

- Submit a program specific application (available online & Student Services Office-Wilson Building) and a copy of counselor interview summary after completion of Phase I. Applicants are admitted on a first-come first serve basis. Program specific applications are available beginning September 1 of the prior admitting year. Applicants are notified by mail of their acceptance.
- Must attend a program orientation held by the Program Director or her designee. You will receive a letter providing additional information in late May. Due to the demand of health science programs, students are encouraged to complete advising and registration at the program orientation. To secure their position in the program students are encouraged to have met their financial obligations to the College after registering for classes.
  - Must show documentation of physical and emotional health by the student and primary care provider. Health Forms provided at program orientation.
  - Must show evidence of current HealthCare Provider CPR through the American Heart Association by the first day of class.
  - Receive two one-hour massages for field of study (Swedish & Energy) Massage form provided at program orientation.
  - Must submit to criminal background checks and initial & random drug screenings as directed by affiliating clinical agencies. Criminal background checks and drug screenings must be completed through the college’s designated service provider. The student will incur the cost of the criminal background checks and drug screenings. Clinical agencies may require criminal background checks and drug screenings every 6 months while enrolled in the program.
  - Information obtained from the criminal background checks and drug screenings could jeopardize the student's ability to participate in clinical experiences and would result in the inability of the student to complete the program.

The North Carolina Board of Massage & Bodywork Therapy requires a criminal history check on all applicants. (See § 90-629.1. The North Carolina Massage & Bodywork Practice Act) Prospective students should be advised that if the NC Board deems the applicant's criminal history to be in question, that applicant may be denied a license to practice in North Carolina.

The College reserves the right to change any restrictions or program requirements at any time. Every effort is made to provide a one year notice; however, changes or revisions that occur as the result of accreditation or approval body standards and criteria may be implemented with limited time notice.

**Career and College Promise Admissions**

Career and College Promise provides educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. Johnston Community College will offer the following three Career and
College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education:

1. **College Transfer Pathway** – students are afforded up to 34 semester hours of community college credits towards the Associate of Arts Degree, Associate of Science Degree, or Associate of Engineering Degree tuition free.
2. **Career and Technical Education Pathway** – students earn community college course credits towards a job credential, certificate, or diploma in a technical career, tuition free.
3. **Cooperative Innovative High School Pathway** – students begin earning community college course credits as a high school student by attending an approved Cooperative Innovative High School, tuition free. (Early College Academy, Middle College High School or Career and Technical Leadership Academy).

### Career and Technical Education Pathway

The Career and Technical Education Pathway allows students to earn community college course credits towards a job credential, certificate, or diploma in a technical career, tuition free.

To be eligible for enrollment, a high school student must meet the following criteria:

**Be a high school junior or senior;**

- Have a weighted GPA of 3.0 (or higher) on high school courses OR a weighted 2.0 – 2.99 with a written recommendation from his/her principal or designee;
- Student must have taken an approved assessment placement test, or college readiness test which may include the PLAN, PSAT, ACT, SAT, or Accuplacer/NCDAP.
- Student must be enrolled in at least one high school course.
- Meet the prerequisites for the career pathway.
- To maintain eligibility for continued enrollment, a student must:
  - Continue to make progress towards high school graduation, and
  - Maintain a 2.0 in college coursework after completing two courses.
- A student must enroll in one Career and Technical Education Pathway and may not substitute courses in one pathway for courses in another pathway.
- Career and Technical Education Pathway courses may be used to provide partial or full fulfillment of a four unit career cluster.

### Cooperative Innovative High School Programs

1. Cooperative Innovative High School Programs are located on the college campus, enroll 100 or fewer students per grade level, and students begin earning community college course credits to complete an associate's degree or earn up to two years of college credit as a high school student, tuition free.
2. Eligibility requirements for Cooperative Innovative High School Programs are established jointly by the Johnston County School Board of Education and the Johnston Community College Board of Trustees.
Listed below are the pathways offered in the three Career and College Promise programs:

1. **College Transfer Pathways:**
   - Associate of Arts
   - Associate of Engineering
   - Associate of Science

2. **Career and Technical Education Pathways:**
   - Accounting
   - Air Conditioning, Heating, and Refrigeration Technology
   - Bioprocess Technology
   - Business Administration
   - Community Spanish Interpreter
   - Computer Integrated Machining Technology
   - Cosmetology
   - Criminal Justice Technology
   - Criminal Justice-Latent Evidence
   - Diesel and Heavy Equipment Technology
   - Early Childhood Education
   - Emergency Medical Science - *Seniors only*
   - Fire Protection Technology
   - Industrial Systems Technology
   - Information Technology
   - Medical Office Administration
   - Nurse Aide
   - Office Administration
   - Paralegal Technology
   - Pharmacy Technology
   - Welding Technology

3. **Cooperative Innovative High School Programs:**
   - Johnston County Early College Academy
   - Johnston County Middle College High School
   - Johnston County Career and Technical Leadership Academy

**ADMISSION PROCEDURES**

Applications may be found online on the Johnston Community College website. Applicants who need help completing the online application may come to the Enrollment and Student Success department in the Wilson building. All correspondence may be sent to the Enrollment and Student Success department.

**Student Services**
Johnston Community College
P.O. Box 2350
Smithfield, NC 27577
Telephone: (919) 209-2128
Fax: (919) 989-7862
jccadmissions@johnstoncc.edu

The application for admission and all required transcripts of the applicant’s high school and previous post-secondary educational record should be submitted as soon as possible within one year prior to admission. Applicants should complete the following steps:

1. Submit a complete application online
2. Submit all required transcripts
3. If needed, complete placement testing through the NC-DAP test
4. Meet with a Counselor to determine placement, program of study, and plans for college
5. Meet with an academic advisor and select courses
6. Register on WebAdvisor
7. Attend New Student Orientation

The application for admission, along with the applicant’s official high school transcript, should be submitted as soon as possible within one year prior to admission. Accurate and complete information on the application form and supporting information is required. Applicants are notified when they have been accepted for admission and when to report for registration. Falsification, misrepresentation, or omission of information on the application may result in revocation of admission.

A student who desires to enter a particular program of study but is not accepted to pursue that program may be accepted for admission to an alternate program. This may involve admission to:

1. Another program of study,
2. Developmental courses,
3. Individualized programmed instruction, or
4. A combination of these approaches designed to help the student overcome academic limitations.

Following receipt of the application for admission and all transcripts, the applicant is invited for placement testing (if needed) and an admission interview with a counselor. The applicant and the counselor review the application, discuss the applicant’s career plans, and review program requirements. Applicants must also submit official transcripts from previously attended post-secondary educational institutions if they:

- Wish to receive transfer credits from another institution
- Plan to apply to a medical program
- Applied for Veterans Benefits
- Plan to play an intercollegiate sport for Johnston Community College

If a student graduated with an associate’s degree or higher, the official transcript from the awarding institution may serve as the official transcript on record. The official high school transcript would not be needed for admission to the college.

The purpose of the admission interview is to provide information, clarify the applicant’s goals, and confirm educational career plans. The applicant is encouraged to consider the full range of educational programs and services available and to evaluate probability for success in relation to the individual’s educational preparation, interests, aptitudes, and career objectives. Placement tests are used to assess educational preparation in the areas of reading, grammar, composition, and mathematics. The tests are given for guidance in the admission and placement of students in programs.
TESTING SERVICES

Accuplacer
Johnston Community College uses an online computerized placement test (CPT) called ACCUPLACER, which delivers the NC Diagnostic and Placement test (NC-DAP). On rare occasions, applicants who are not yet comfortable using a computer may be administered a paper-and-pencil placement test called COMPANION. These students should notify the Office of Enrollment and Student Success prior to being scheduled for testing. Students with other special needs must make testing arrangements with admissions and counseling staff.

Exemption from Placement Testing

Multiple Measures
Students who enroll at Johnston Community College may be exempt from English, reading and math placement testing if all of the following criteria are met:

• The applicant is admitted and registered for classes within five (5) years from the high school graduation date.
• The applicant has an unweighted high school GPA of 2.6 or greater.
• The applicant has successfully completed four (4) high school math courses including three (3) Core Mathematics Courses and at least one higher level math course* as recognized by the North Carolina Department of Public Instruction.
• Students who apply before graduation from high school must be enrolled in approved fourth math course or have completed an approved fourth math course.

SAT/ACT Scores
Students who enroll at Johnston Community College may be exempt from English, reading and/or math placement testing if the following SAT or ACT scores are met:

• SAT Scores
  Writing: 500 OR Reading: 480
  Math: 530
• ACT Scores
  English: 18 OR Reading: 22
  Math: 22

Other exemptions from Placement testing
Students who enroll at Johnston Community College may be exempt from English, Reading and/or Math placement testing with:

• Successful completion (a grade of C or higher) of a college-level math and/or English course from a regionally accredited institution.
• Successful completion of a developmental level course in English and/or Math from another North Carolina Community College
• Appropriate Advanced Placement (AP) scores
• Appropriate College Level Exam Program (CLEP) scores
• Appropriate NC-DAP scores

Students, who qualify for a placement test waiver in math or English but not both, will need to complete the NC-DAP placement test for the skill area not exempted. Students must present all documentation when requesting a waiver.

Core Mathematics Courses:

• Algebra I, Geometry and Algebra II; OR
• Common Core Math I, II and III; OR
• Integrated Math I, II and III

PLUS, a fourth mathematics course from the list below:

• Advanced Functions and Modeling*
• Discrete Mathematics*
• Pre-Calculus*
• AP Statistics*
• AP Calculus (AB)*
• AP Calculus (BC)*
• Analytical Geometry
• Essential for College Math (SREB - Math Ready)
• Mindset
• Probability & Statistics
• Trigonometry

* Will also meet UNC mathematics requirements.

NC-DAP Retest Policy
Retesting is permitted only if a student enrolls and completes the LEAP program or has a retest authorization form completed by a faculty member.

TEAS
TEAS (Test of Essential Academic Skills) is an assessment used as part of the admissions process for nursing, radiography, medical sonography, and cardiovascular sonography. The computerized assessment contains four parts: reading, math, science, and English. There is a fee to take this assessment. Students are scheduled after a program-specific application is submitted and the student has met all program admission requirements. If you require services/accommodations for testing due to a hearing, visual or physical impairment or another disability, please contact our Disability Services Coordinator prior to testing.

CLEP
CLEP (College Level Examination Program) offers testing for course credit through an online computerized assessment. Johnston Community College is a national test center for the program. The exam allows a student to receive credit and exemption for a course if a minimum score is obtained.

DSST
DSST (Dantes Subject Standardized Test) is a nationally recognized test program that offers opportunities for students to receive college credit for learning acquired outside the traditional college classroom.

Students who wish to obtain credit for a course not offered through CLEP and DSST testing should refer to the Credit by Examination or Credit by Experience policies.

CRC
The Career Readiness Certification is a portable credential that promotes career development and skill attainment for the individual, and confirms to employers that an individual possesses basic workplace skills in reading, applied math, and locating information – essential skills required by the vast majority of jobs today. The CRC Certificate confirms to employers that you possess basic workplace skills in Reading For Information, Applied Mathematics, Locating Information. There is a cost associated with each WorkKeys Assessment.
Special Arrangements for Students with Disabilities: If an individual has a disability that will prevent him/her from taking the test under standard conditions, contact the disability services coordinator (919) 209-2543 prior to reserving a testing time. ADA accommodations that require special testing environments should be scheduled well in advance of the start of the term. Requests in the four weeks prior to the start of the term may not be possible to schedule.

READMISSION

Applications for readmission of former students are received and processed by the Admissions Office. Students applying for readmission to a curriculum program who have not attended for two or more consecutive semesters must enroll under the current College catalog.

Prior disciplinary records may be considered when students seek admission or readmission to the College. The College reserves the right to refuse admission to any student whose enrollment or continued presence is considered a risk for campus safety or a disruption of the educational process.

ADMISSION APPEALS

Admission/readmission policies and standards are administered by the vice president of student services. Appeals of application or admission decisions are heard by the Student Success Committee. Appeals must be submitted to the chair or secretary of the Student Success Committee in writing within 10 days following the date of the initial decision.

ADMISSION TO CONTINUING EDUCATION COURSES

Information regarding admission to continuing education courses may be found in the Continuing Education section of this catalog.

PERSISTENCE AND GRADUATION RATES

Information concerning persistence and graduation rates is available upon request from the Student Services Office, on the College’s Web site, and in other publications.

STUDENTS TRANSFERRING TO JCC

Applicants for admission as transfer students may be admitted and granted advanced standing based on acceptance of course work completed at other regionally accredited colleges, universities, or post-secondary institutions. All courses for which transfer credit is possible are evaluated in terms of the curriculum to be pursued at the College. The application for admission and all official transcripts being evaluated must be received before an application can be processed. Johnston Community College transfer students are in good standing following evaluation of courses completed with a grade of “C” or better. Transcripts are evaluated before or during the admissions interview for determination of transfer credit. If there is any question about the acceptability of the course, the course description and content are reviewed by the registrar who makes the final determination.

Course credits earned at other institutions will be accepted for transfer subject to the following criteria:

1. The course work must be applicable to programs of study offered by the College.
2. A minimum grade of “C” or the equivalent must have been earned for a course to be considered for transfer.

SPECIAL CREDIT STUDENTS

Students who do not wish to apply for a degree, diploma, or certificate program may enroll for individual curriculum courses upon completion of an application for admission and documentation (transcripts) of prerequisite coursework, if applicable. Special credit students who later wish to enroll in a program of study must complete all admission requirements and declare a program of study.

Credits earned as a special credit student may be applied to program requirements, if appropriate. Special student enrollment status does not qualify for federal financial assistance. Special credit students are limited to 16 credit hours before they must officially choose a program of study or must be granted special permission from the Vice President of Student Services.

ADMISSION OF UNDOCUMENTED IMMIGRANTS

In accordance with amended regulations prescribed in the North Carolina Code, Title 23, Section 2C.0301, Admission to Colleges, undocumented immigrants may enroll as outlined below.

An undocumented immigrant, any immigrant who is not lawfully present in the United States, must have attended or graduated from a United States high school, private high school or home school that operates in compliance with state or local law. An undocumented immigrant with a diploma from an Adult High School located in the United States that operates in compliance with state or local law is also eligible to be admitted. All undocumented immigrants must be admitted as out-of-state students for tuition purposes whether or not they reside in North Carolina. Undocumented immigrant students are not eligible for federal financial aid. Students lawfully present in the United States shall have priority over any undocumented immigrant in any class or program of study when capacity limitations exist.

DEVELOPMENTAL COURSES

The Development Studies program provides post-secondary students with instruction in basic math, English, and reading. As the point of entry for learners needing academic development, Developmental Studies is sensitive to the needs of students making the transition to a college environment. Our goal is to enable students to develop those skills and behaviors that will lead to successful academic achievement at Johnston Community College.

Initial student placement in developmental courses is based primarily on college placement scores; however, course enrollment may also be voluntary or recommended by the student’s faculty advisor. Students may take a combination of developmental and curriculum courses. Grades earned in developmental courses are not included in the grade point average and credit hours earned do not count toward graduation. The majority of developmental courses are
offered every term, both day and evening.

**Progression Criteria:** A student taking required developmental math or reading courses must receive a grade of “P” (Pass) in order to progress to the curriculum program or the next pre-curriculum course level. A grade of “R” requires the student to re-enroll in the course.

**TRANSITION PROGRAMS**

Students may also be placed in transitional academic programs such as Lessons Enhancing Academic Placement (LEAP) or Successful Transition and Academic Readiness Programs (STAR). These courses are offered in a structured and supportive environment designed to increase the students' aptitude in the subject and strengthen their preparation to pursue further education. These courses are free to registered participants and are typically offered in the fall, spring, and summer semesters. At the completion of the program, students are required to complete all assessment and testing surveys and attend a transition orientation session with the course instructor.

**GAINFUL EMPLOYMENT PROGRAMS**

Federal regulations require institutions to report certain information about students who enrolled in Title IV eligible educational programs that lead to gainful employment in a recognized occupation (GE programs). While all our programs at Johnston Community College are designed to lead to either employment or transfer, the Department of Education requires that we provide disclosure information on the specific programs listed as Gainful Employment.

The College has created a Web page to allow prospective students to research the GE programs available at the College. Prospective students will be able to find information about the program, links to occupational information, estimated cost of program, normal time for program completion, median debt at program completion, and job placement rate for program completers, if available. Please visit the Gainful Employment Web page at [www.johnstoncc.edu/gainfulemployment.aspx](http://www.johnstoncc.edu/gainfulemployment.aspx)

**DISTANCE EDUCATION**

In order to obtain a certificate, diploma, or degree at Johnston Community College, a student will need to follow the general admissions process. If they are offered, distance education courses may be taken instead of on-campus courses. Once admitted to the College, students will be assigned an advisor who will assist in the selection of courses and in the progression of their chosen curriculum.

**Notice Regarding Online Offerings**

The Higher Education Act requires legal authorization for the delivery of distance education degrees, programs and courses to students whose physical presence is in a state other than North Carolina. Johnston Community College's ability to offer distance education or correspondence education to students who reside in another state may be limited due to compliance with state authorization. If you wish to enroll in one of our online offerings and are located in a state other than North Carolina, please inquire before enrolling to determine if we have permission to offer online courses in your state. Johnston Community College is unable to enroll a student in an online course from a state for which it does not have authorization. You may direct inquiries to the admissions coordinator at (919) 209-2049.

**STUDENT GRIEVANCE PROCEDURES**

Johnston Community College desires to resolve student complaints in an expeditious and fair manner. Students residing outside of the State of North Carolina while attending JCC who desire to resolve a grievance should follow the College's Student Grievance Procedure. Please try to exhaust all possible avenues of complaint resolution before going outside of the College. For assistance with the grievance procedure, please contact the vice president of student services.

However, if an issue cannot be resolved internally, you may file a complaint with the appropriate agency in your state. In compliance with federal Department of Education regulations, Johnston provides a list of state agencies with contact information for each state on its Website. You may also contact our state agency, the North Carolina Community College System, Office of Propriety School Services. Johnston Community College is accredited by the Southern Association of Colleges and Schools/Commission on Colleges.

**INTERNATIONAL STUDENT ADMISSION**

Johnston Community College has approval by the U.S. Department of Homeland Security and U.S. Immigration and Customs Enforcement for attendance by international students. Application for admission should be made at least six months prior to the semester in which the applicant plans to enroll. International students are treated as nonresidents of the state of North Carolina with respect to tuition and fees. The College is unable to provide financial aid to international students; therefore, international students must have sufficient funds to cover all living expenses, tuition, and fees while attending the College. Student housing is not provided by the College. International students are expected to make their own arrangements for housing.

The following items are required for admission:

1. **Application for Admission and Residence Status Application.** These forms are provided by the College and should be completed and returned at least six months prior to the date of proposed admission to initiate the admission process. **Academic Records.** A certified copy of the original educational records, to include all previous academic experiences, is required. If the original copy of this record is written in a foreign language, a certified English translation is required.

2. **The Test of English as a Foreign Language (TOEFL).** TOEFL scores are required of all applicants, except those from countries where English is the only official language, as evidence of adequate proficiency in English. The minimum acceptable TOEFL score is 550.

3. **Placement and Testing Interview.** Applicants must complete placement testing and personal interviews.
before they can be accepted for admission.

4. **Financial Statement.** Signed financial resource statement is required of all applicants. This should be a detailed statement of the applicant's financial situation, including the amount of money available per year, source of income, and any other pertinent information. The availability of funds sufficient to meet expenses for the first academic year must be certified. The inclusion of any false information constitutes grounds for dismissal from the College.

5. **Student Medical Form.** A student medical form, completed and signed by a physician, must be submitted on the form provided by the College. The student must have completed the hepatitis B series.

6. **Responsibility Statement.** Each applicant must furnish a certified statement from a United States citizen stating that the citizen agrees to accept responsibility for sponsoring and assisting the applicant as may become necessary for the applicant to pursue his or her educational objective.

Upon receipt of all above items, the applicant’s file will be presented to the Enrollment Management Committee for the admissions decision. The applicant will be informed by mail of the committee’s decision. Form I-20 A-B, Certificate of Eligibility, will be prepared on request from applicants who have been formally accepted for admission to the College.

**HEALTH STANDARDS**

Some curriculum students are required to complete an individual student health questionnaire. For certain programs, students are required to secure a physical examination prior to initial registration.

Students should be in a sufficient state of health to successfully pursue the program of study chosen. Communicable disease or severe mental illness may prohibit approval to register for classes when health records indicate that attendance would be detrimental to the health and/or safety of the student or others with whom the student may come in contact while pursuing a program of study.

For certain specialized programs of study such as associate degree nursing, basic law enforcement training, cardiac and vascular sonography, computed tomography and magnetic resonance imaging technology, cosmetology, emergency medical science, medical assisting, medical sonography, nuclear medicine technology, nurse aide, pharmacy technology, radiography, therapeutic and diagnostic services and therapeutic massage, a student medical form and titers and immunizations (physical examination by a primary care provider) is required. The North Carolina Truck Driver Training School requires a DOT physical examination form. Early childhood education may also require physical examinations, immunizations and TB requirements. For these programs, students are required to meet health standards specific to the occupation for which they are preparing. These are generally accepted standards of physical ability to perform the requirements of the program and to engage in educational and clinical experiences in such a way as not to endanger the student, other students, or members of the public including patients, patrons, customers, minors, or other persons with whom the student will come in contact as a part of the educational program.

**REPORTABLE COMMUNICABLE DISEASE**

Students and employees of the College who may be infected with a reportable communicable disease, as defined by the North Carolina Division of Health Services, will not be excluded from enrollment or employment, or restricted in their access to College services or facilities unless medically-based judgments in individual cases establish that exclusion or restriction is necessary to the welfare of the individual, other members of the College community, or others associated with the instruction through clinical, intern, laboratory, or other such experiences, involving the general public. Persons who know or have reasonable basis for believing that they are infected are expected to seek expert advice about their health circumstances and are obligated, ethically and legally, to conduct themselves responsibly in accordance with such knowledge for the protection of others.

Persons who know that they are infected are urged to share that information with the department dean and the vice president of student services so that the College can assist in the appropriate response to their health and educational needs. Such information will be disclosed only to responsible officials of the College on a strictly limited, need-to-know basis, unless the individual consents in writing to release of the information to others.
Johnston Community College, a member of the North Carolina Community College System, offers educational opportunities at low cost to the student. Tuition and fees are subject to change by action of the N.C. General Assembly. Select classes may require fees not listed or be “eText only” courses. Tuition and all fees, including eText fees, are due by each semester’s payment deadline. Please see the academic calendar for detailed dates.

Tuition and fees are payable before the beginning of each semester. Tuition rates are established by the General Assembly of North Carolina. The activity and technology fees are set by the Board of Trustees in accordance with policy established by the State Board of Community Colleges. Tuition and fees are subject to change without notice. Tuition for distance learning education courses is the same as all other curriculum courses. The cost of textbooks and supplies is an additional expense and varies with the program of study. Students who have incurred indebtedness to the College will not be allowed to register until cleared by the appropriate official of the College.

TUITION FOR RESIDENTS

Tuition and fees (activity and technology) payable by curriculum students who qualify as residents of the state of North Carolina for tuition purposes, are as follows (subject to change):

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Tuition Fee</th>
<th>Activity Fee</th>
<th>Technology Fee</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$76.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$117.50</td>
</tr>
<tr>
<td>2</td>
<td>$152.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$193.50</td>
</tr>
<tr>
<td>3</td>
<td>$228.50</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$269.50</td>
</tr>
<tr>
<td>4</td>
<td>$304.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$345.50</td>
</tr>
<tr>
<td>5</td>
<td>$380.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$421.50</td>
</tr>
<tr>
<td>6</td>
<td>$456.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$497.50</td>
</tr>
<tr>
<td>7</td>
<td>$532.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$573.50</td>
</tr>
<tr>
<td>8</td>
<td>$608.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$649.50</td>
</tr>
<tr>
<td>9</td>
<td>$684.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$725.50</td>
</tr>
<tr>
<td>10</td>
<td>$760.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$801.50</td>
</tr>
<tr>
<td>11</td>
<td>$836.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$877.50</td>
</tr>
<tr>
<td>12</td>
<td>$912.00</td>
<td>$32.50</td>
<td>$16.00</td>
<td>$960.50</td>
</tr>
<tr>
<td>13</td>
<td>$988.00</td>
<td>$32.50</td>
<td>$16.00</td>
<td>$1,036.50</td>
</tr>
<tr>
<td>14</td>
<td>$1,064.00</td>
<td>$32.50</td>
<td>$16.00</td>
<td>$1,122.50</td>
</tr>
<tr>
<td>15</td>
<td>$1,140.00</td>
<td>$32.50</td>
<td>$16.00</td>
<td>$1,188.50</td>
</tr>
<tr>
<td>16</td>
<td>$1,216.00</td>
<td>$32.50</td>
<td>$16.00</td>
<td>$1,264.50</td>
</tr>
</tbody>
</table>

For purposes of financial aid, a full-time student is defined as one who is registered for 12 or more semester hours of course work. A part-time student is one who is registered for less than 12 semester hours of course work.

A student is considered to be officially registered only after all tuition, fees, and other charges have been paid in full or acceptable arrangements for third party billing have been approved by the Business Office.

The rate of tuition charged for auditing a course is the same as the rate charged for taking the course for academic credit. Fees and regulations for courses taken through continuing education are listed in the Continuing Education section of this catalog.

TUITION FOR NONRESIDENTS

Any student whose legal residence is outside of the state of North Carolina, or, in the case of students who are boarding or living with relatives in the community and whose parents or guardians live outside the state, and who do not otherwise qualify as residents for tuition purposes under General Statute 116-143.1, shall pay tuition and activity fee as follows (subject to change):

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Tuition Fee</th>
<th>Activity Fee</th>
<th>Technology Fee</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$268.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$309.50</td>
</tr>
<tr>
<td>2</td>
<td>$536.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$577.00</td>
</tr>
<tr>
<td>3</td>
<td>$804.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$845.50</td>
</tr>
<tr>
<td>4</td>
<td>$1,072.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$1,133.50</td>
</tr>
<tr>
<td>5</td>
<td>$1,340.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$1,381.50</td>
</tr>
<tr>
<td>6</td>
<td>$1,608.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$1,649.50</td>
</tr>
<tr>
<td>7</td>
<td>$1,876.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$1,917.50</td>
</tr>
<tr>
<td>8</td>
<td>$2,144.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$2,185.50</td>
</tr>
<tr>
<td>9</td>
<td>$2,412.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$2,453.50</td>
</tr>
<tr>
<td>10</td>
<td>$2,680.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$2,721.50</td>
</tr>
<tr>
<td>11</td>
<td>$2,948.00</td>
<td>$25.50</td>
<td>$16.00</td>
<td>$2,989.50</td>
</tr>
<tr>
<td>12</td>
<td>$3,216.00</td>
<td>$32.50</td>
<td>$16.00</td>
<td>$3,264.50</td>
</tr>
<tr>
<td>13</td>
<td>$3,484.00</td>
<td>$32.50</td>
<td>$16.00</td>
<td>$3,532.50</td>
</tr>
<tr>
<td>14</td>
<td>$3,752.00</td>
<td>$32.50</td>
<td>$16.00</td>
<td>$3,800.50</td>
</tr>
<tr>
<td>15</td>
<td>$4,020.00</td>
<td>$32.50</td>
<td>$16.00</td>
<td>$4,068.50</td>
</tr>
<tr>
<td>16</td>
<td>$4,288.00</td>
<td>$32.50</td>
<td>$16.00</td>
<td>$4,336.50</td>
</tr>
</tbody>
</table>

RESIDENCE STATUS FOR TUITION PURPOSES

The tuition charge for students who qualify as residents of the State of North Carolina is less than the charge for nonresident students. To qualify for in-state tuition, as specified in General Statute 116-143.1, a legal resident must have maintained his or her domicile in North Carolina for at least the 12 months prior to his or her classification as a resident for tuition purposes. In order to be eligible for such classification, the individual must establish that his or her presence in the state during such 12-month period was for purposes of maintaining a bona fide domicile, rather than for purposes of mere temporary residence incident to enrollment in an institution of higher education. The residency classification of a student, for purposes of applicable tuition rates, is required to be changed if, since original establishment of the student’s current classification,
his or her state of legal residence has changed.

Regulations concerning the classification of students by residence for purposes of applicable tuition differentials are set forth in detail in *A Manual To Assist The Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*. Copies of the manual are available and can be seen upon request in the College's library.

**STUDENT ACTIVITY FEE**

The student activity fee provides financial support for the student activities programming, including student government, intercollegiate athletics, intramural recreation, student publications, social activities, student clubs and related activities, student insurance, student identification cards, parking permits, and other projects of benefit to students. The activity fee is non-refundable after classes begin.

**TECHNOLOGY FEE**

The technology fee supports the procurement, operation, and repair of computer and other instructional technology, including the supplies and materials that support the technology. This permits the College to purchase computers and other technology, hire support positions to operate and maintain this technology, and buy the necessary supplies and materials for operations.

The technology fee is $16 for any number of credit hours enrolled and is non-refundable after classes begin.

**CURRICULUM REFUND**

Refunds shall be in accordance with the North Carolina Administrative Code and will be made only under the following circumstances:

1. A 100-percent tuition refund shall be made if the student officially withdraws prior to the first day of the academic semester as noted in the academic calendar. Also, a student is eligible for a 100-percent refund if the class in which the student is officially registered fails to "make" due to insufficient enrollment.

2. A 75-percent tuition refund shall be made if the student officially withdraws from the class prior to or on the official 10-percent point of the class.

3. For fast track classes, (classes beginning at times other than the first week or seven calendar days of the semester), a 100-percent tuition refund shall be made if the student officially withdraws from the class prior to the first class meeting. A 75-percent tuition refund shall be made if the student officially withdraws from the class prior to or on the official 10-percent point of the class.

4. Technology, activity, music, liability insurance, and curriculum fees are non-refundable once the semester begins.

5. Where a student, having paid the required tuition for a semester, dies during the semester (prior to or on the last day of examinations of the College the student was attending), all tuition and fees for that semester may be refunded to the estate of the deceased.

To comply with applicable federal regulations regarding refunds, federal regulations shall supersede the state refund regulation stated in this rule.

**TEXTBOOK AND OTHER EXPENSES**

Textbook and other items are an additional expense for which the student should plan. The cost of textbooks varies with program of study, but the average cost is usually between $500 and $750 per semester for full-time students.

**Courses Requiring a Digital Textbook (eText)**

The Digital Textbook Access Charge covers the cost of the eText and digital materials needed for this course section only. The Digital Textbook Access Charge must be paid each time a student registers for a class requiring an eText including when a class is repeated. The eText will be accessed through Blackboard. When students pay for courses with eTexts the cost of the digital textbook is added to the tuition and fees and must be paid at the same time. Full refunds for eTextbooks will be issued to students who drop this class on or before the first day of class.

**OTHER FEES AND COSTS**

It should be clearly understood by the student that in certain courses the student must also provide at his or her own expense certain items needed to perform practice work required in that course. Examples of such items are notebooks, uniforms, tools, cosmetology kits, and art supplies.

Students in health programs are required to purchase uniforms and miscellaneous items that may cost approximately $275 depending on the program.

Students in the cosmetology program are required to purchase supply kits and uniforms constituting an additional expense to the student.

Distance education classes may require the purchase of lab kits, software, and additional technology/equipment.

Students in the therapeutic massage program must supply books, linens, and accessories for hands-on massage therapy practice. Approximate cost of supplies & table is $1,000. The table must be purchased during the first semester.

Students in the imaging programs will incur a dosimeter fee each semester. This fee is non-refundable after the semester starts.

Students in the nursing programs will incur a testing fee each semester. This fee is non-refundable.

Books, supplies, and other items may be purchased from the bookstore. Hours of operation are published by the bookstore.

**NET PRICE CALCULATOR**

The Net Price Calculator is a tool to help students and parents plan for educational costs at Johnston Community College. It is important to understand that the information
you receive from the calculator is only an estimate and shall not be binding to JCC. Many factors come into play when awarding financial aid to students. Submission of the FAFSA is the only way to obtain an accurate determination of eligibility.

**THIRD PARTY SPONSORS**

Students must present a letter of authorization and/or a completed sponsor form from a third-party sponsor detailing all allowed charges prior to registration. Third-party sponsors are defined as any employer, agency, or organization that agrees to pay for a student’s tuition, fees, and/or books. Once the third-party sponsor authorization has been approved by the College, the student’s account will be billed to the sponsor. However, if a sponsor refuses to pay any or all of the student’s account, the student will be responsible for the remaining balance on his or her account. A student will not be allowed to register for future classes until all balances are paid in full.

**INSURANCE**

**Student Accident Insurance**

Student accident insurance provides coverage to all registered and enrolled curriculum students for covered injuries sustained while the insured student is:

- Participating in activities sponsored or supervised by the school;
- Traveling during such activities as a member of a group in transportation furnished or arranged by the school; or
- Traveling directly to or from the insured’s home premises and the site of such activities. Johnston Community College is considered the “home premises.”

The cost of coverage for this insurance program is paid by the College using student activity funds.

For further information concerning effective/termination dates, definitions, accidental death and specific loss benefits, accident medical expense benefits, exclusions, and payment of claims, please refer to the North Carolina Community and Technical Colleges Student Accident Insurance brochure. These brochures are available in the Student Services Office.

To file a student accident insurance claim, the student must:

1. Obtain an accident report form and insurance claim form from the Student Services Office within 30 days or as soon as reasonably possible. Employees of the College can access a copy of the accident report form from the College Web site.
2. Complete both forms in their entirety. If possible, have a faculty or staff member sign the accident report form.
3. Return both forms to the administrative assistant to the vice president of student services in the Student Services Office.
4. The student is responsible for submitting the insurance claim form to the college’s insurance carrier. All medical bills and correspondence will be handled between the student and the insurance carrier.

**Professional Liability Insurance**

Professional liability insurance is required for students in some programs. The cost is approximately $19 per year. Professional liability insurance is required for:

- All students in health programs prior to beginning clinical practice in assigned hospitals and nursing affiliates.
- Certain practicum sites approved for early childhood education and school-age education students. Students should check with the practicum instructor to determine if their practicum site requires this insurance.
- All cosmetology students.
- Professional liability insurance is non-refundable once the semester begins.
The objectives of student development are to support the instructional program, respond to student needs, and foster institutional development. In response to the needs of students, student development services assists students in defining their educational and career goals, developing self-direction as independent persons, solving problems that may be encountered, and achieving personal goals within the framework of the educational program of Johnston Community College.

SERVICES TO STUDENTS

Where to Go for What

- Academic Advising – Assigned Faculty Advisor or Center for Academic Planning
- Academic Warning, Probation, and Suspension – Catalog/Directory of Enrollment and Student Success
- Admissions – Student Services
- Address Change – Admissions
- Attendance – Instructor
- Blackboard – Jaguar Office of Learning Technologies (JOLT)
- Books/Supplies – Campus Bookstore
- Career Counseling – Counseling
- Change Program/Major – Counseling
- Clubs and Organizations – Student Activities
- Course Selection – Advisor
- Disability Services – Student Services
- Drop a Course – Instructor/Registrar
- E-mail – Jaguar Office of Learning Technologies (JOLT)
- Ed2GO – Jaguar Office of Learning Technologies (JOLT)
- Emergencies – Information Desk/Student Services
- Fees – Business Office
- Financial Aid – Financial Aid Office
- Grading System – Catalog/Registrar
- Insurance – Business Office/Student Services
- Lost and Found – Campus Security
- Parking Permits/Regulations – Information Desk/Business Office
- Personal Counseling – Counseling
- Registration – Student Services
- Scholarship Application – Financial Aid Office
- Student ID Card – LRC/Library
- Placement Testing – Student Services
- Transcripts – Registrar
- Transfer Counseling – Advisors/Counseling
- Veterans – Financial Aid
- WebAdvisor – Registrar
- Withdrawal from classes – Registrar

CAMPUS VISITS

Johnston Community College encourages prospective students and their families to visit the campus and tour our facilities. Guided tours are scheduled through the coordinator of student recruitment and retention. Group tour requests should be made at least one month prior to your visit. Groups should be accompanied by one adult chaperone per 25 students. Tours may be scheduled Monday through Thursday from 8:00 a.m. – 5:00 p.m. and Friday from 8:00 a.m. – 3:00 p.m. During the summer, tours will not be held on Fridays. Johnston Community College welcomes your visit.

STUDENT PORTAL

WebAdvisor is a Web-based portal that gives students access to class schedules, online registration, financial information, and grades. A link to WebAdvisor is available on the College's Web site at www.johnstoncc.edu.

COUNSELING SERVICES

The counseling staff provides educational, vocational/career, and personal/social counseling services. Counseling is available for all prospective and current students.

Counselors are available to discuss admission requirements and curriculum programs offered at the College. Prospective students meet with a counselor prior to admission. During this meeting, the counselor and student will discuss admission requirements, the student's program of study, and course placements. Transfer credits will be evaluated by the counselor when all transcripts have been received. The counselor will also assign the student an advisor in his or her selected program of study.

Vocational/career counseling is available for students by making an individual appointment with a counselor. Counselors can help students assess their abilities, skills, interests, values, personalities, and personal goals to make educational and career decisions. A variety of assessment tools and occupational information may be used to assist students. In addition to educational and vocational/career counseling, counselors are available to assist students in working through personal and social issues. Students who need ongoing counseling services will be provided a list of community resources.

Students are encouraged to utilize counseling services at any point throughout their enrollment at the College.

TRANSFERABILITY

Colleges and universities vary widely in transfer requirements for entrance into and completion of study in a major field. Students are advised to:

- Carefully study the catalogs and Web sites of four-year baccalaureate-level institutions to which they are considering transfer.
- Consult a four-year institution admissions representative as early as possible while enrolled at JCC to determine transferability of courses previously taken and to develop a planned course of study.

Failure to satisfy prerequisites or basic skill requirements may seriously delay progress towards the completion of a baccalaureate degree.

CAREER SERVICES

The mission of Johnston Community College Career Services is to collaborate with faculty to provide students and alumni with the guidance and resources necessary to enhance their skills in career planning and exploration, job search strategies, and preparation for professional careers and/
or higher education. As students select their intended program of study or make changes to their intended pathway, Career Services counselors provide guidance in making this decision. Career Services manages College Central Network, the official job posting board for students and alumni, and coordinates all employer recruiting on campus as well as other career events. Career Services supports the development of relationships between employers and instruction and the creation of employment opportunities for all students. JCC does not guarantee employment to any student or employees to any employer. Services are offered at no charge to students and alumni. 

**DISABILITY SERVICES**

The Disability Services Office helps adapt Johnston Community College’s general services to the individual and specialized needs of students who have special health conditions, disabilities, or limitations. Services are provided in accordance with Section 504 of the Rehabilitation Acts of 1973, as amended in 1998 in Part IV of the Workforce Investment Act, Perkins Vocational and Applied Technology Education Act of 1998, and the Americans with Disabilities Act of 1990. The goal is to ensure all qualified students with equal opportunity and access to programs and facilities.

Students should take the following steps:

- Any student seeking reasonable accommodations must initiate contact with the disability services coordinator to request services. It is the student's responsibility to identify themselves in a timely manner (at least 30 days prior to the beginning of classes). Information about a student's disability is not collected in the admissions process. Subsequently, the information a student provides regarding a disability is strictly voluntary.
- All students requesting reasonable accommodations due to a disabling condition must provide the disability services coordinator with current documentation verifying a disability. Documentation submitted must be from a qualified professional and include a clear diagnostic statement, a description of the assessment tools used to render the diagnosis, and a statement reflecting the student's current needs and level of functioning in an educational setting. All documentation and information regarding a student's disability is kept confidential and separate from academic records. Questions pertaining to acceptable documentation may be directed to the disability services coordinator.
- Once disability verification documentation is received, each student must schedule an interview with the disability services coordinator. During this interview, discussion will take place about the requested accommodations as well as other resources available at Johnston Community College and in the community.
- Once a student is registered with the Disability Services Office, it is the student's responsibility to request accommodations each semester and to maintain contact with the disability services coordinator regarding any changes.

**STUDENT SUPPORT SERVICES - TRIO**

Johnston Community College was selected as a federal grant recipient for the Student Support Services - TRIO (SSS) program in September 2001. The SSS/TRIO program provides opportunities for students to receive transfer guidance, success coaching, educational seminars, academic support from nationally certified tutors, financial literacy and leadership opportunities. The goal of the SSS/TRIO program is to increase the college retention and graduation rates of its participants and facilitate the transfer process.

To qualify for TRIO/Student Support Services, students must be a first-generation college student, a student on a low-income, or a student with a disability. Applications can be picked up in TRIO and are available online. This program is funded to serve 160 students and is federally funded by the U.S. Department of Education.

**FINANCIAL AID**

It is the goal of the Financial Aid Office to provide all students with proven financial need the necessary funds to pay for educational expenses while attending the College.

The College financial aid program operates in accordance with the following policies and principles:

1. **The purpose of financial aid is to supplement the resources of the student and family.** The primary responsibility for financing education rests with the individual and the family according to income and ability to meet the student's educational expenses. The student is expected to share responsibility through savings, loans and part-time employment, if necessary.

2. **In considering a student for financial aid, the College considers the applicant's financial need and potential for success in accomplishing the educational goal.**

3. **Aid may be used for tuition and fees, books, room and board, travel, and personal expenses necessary to maintain the student in school.**

4. **For the purpose of financial aid, a full-time student is defined as one who is registered for 12 or more semester hours of course work or the equivalent.** A part-time student is one who is registered for less than 12 semester hours of course work or the equivalent.

Financial aid is awarded on an annual basis; therefore, the student must submit a new financial aid application each year.

Students who need assistance should apply to the Financial Aid Office located in the Wilson Building.

**FINANCIAL AID RESOURCES**

**Federal Pell Grant**

This is a federal assistance grant awarded to eligible undergraduate students who are enrolled in an eligible program. There are several ways to apply for a Pell Grant:

1. **Go to [www.fafsa.gov](http://www.fafsa.gov) to complete the Free Application for Federal Student Aid (FAFSA).** JCC’s school code is 009336.

2. **Call 1 800 4 FED AID** to request a paper copy of the FAFSA.
3. A PDF version of the FAFSA is available for download at www.studentaid.ed.gov/fafsa

To receive the Pell award the student must be fully accepted and enrolled in an eligible course of study, have submitted all required documents, and have a correct student aid report on file.

**Federal Supplemental Educational Opportunity Grant (F-SEOG)**

This is a federal assistance grant awarded to eligible undergraduate students who have exceptional needs and are enrolled in an eligible program. Schools receive a limited amount of funds for the F-SEOG program; therefore, when the funds have been awarded, there will be no additional funds for the academic year. To apply, students must complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov.

**Work-Study**

The College participates in the Federal Work-Study Program. Under this program, a variety of part-time jobs are available on campus for eligible students. To apply, students must complete the Free Application for Federal Student Aid (FAFSA) and a work-study application available in the Financial Aid Office.

**North Carolina Community College Grant**

The North Carolina Community College Grant is a need-based grant established by the N.C. Legislature to provide funds to help meet the educational cost of North Carolina residents attending community colleges. Students must complete the Free Application for Federal Student Aid (FAFSA) by the published deadline. The North Carolina State Education Assistance Authority in conjunction with the College Foundation of North Carolina administers this program. To be eligible:

- The student must be a North Carolina resident enrolled at least half-time in an eligible program.
- The student must be meeting the Satisfactory Academic Progress requirements and the Pell eligibility requirements except for the expected family contribution requirement established by the federal government.
- The student with a bachelor's degree is ineligible.

**North Carolina Education Lottery Scholarship**

The North Carolina Education Lottery Scholarship is a program established by the North Carolina General Assembly to help meet the educational costs of North Carolina residents. Students must complete the Free Application for Federal Student Aid (FAFSA).

The North Carolina State Education Assistance Authority in conjunction with the College Foundation of North Carolina administers this program. To be considered for this grant, a student must be a North Carolina resident and be enrolled at least half-time (six credit hours per semester). Students with a bachelor's degree are ineligible. The Expected Family Contribution (EFC) will determine eligibility and the amount to be received.

**Scholarships**

Annual scholarships are provided each year by various organizations and individuals. The College also cooperates with a number of agencies and organizations for other types of assistance. For specific information about scholarships or grants, contact the Financial Aid Office.

The Johnston Community College Foundation scholarships are established with gifts from donors to the Foundation and are either endowed or annual. Criteria for awarding the scholarships are specified by the JCC Foundation Board of Directors. Scholarships are awarded by a selection committee and are administered through the Financial Aid Office. Please see the Financial Aid page on the JCC Web site for additional information.

Scholarships are subject to change without notice. This list is current as of the printing date for this publication. Students should log on to johnstoncc.academicworks.com to access a listing of and apply for scholarships.

All funds reflected are as of June 30, 2015.

**Named Scholarship Endowment Funds**

- Allen and Cissie Wellons Hispanic Scholarship Endowment
- American Legion, Pou-Parrish Post 132 Scholarship Endowment
- Annie Batten Lee Scholarship Endowment
- Benson Lions Club Scholarship Endowment
- Branch Banking and Trust Company Endowment
- Brannon Worth Brady, Crystal Lee Higgins, and Skylar Mark Brady Scholarship Endowment
- Burlington Industries Scholarship Endowment
- Burton W. Sugg and Rose Gordon Sugg Endowment
- C. Thelbert and Loriene L. Lancaster Family Endowment
- C. O. Heavner, Sr. Scholarship Endowment
- Carol B. Arnn Nursing Scholarship Endowment
- Caroline Connet Memorial Endowment
- Carolyn Daughtery Beard Scholarship Endowment
- Charles Thomas Turlington and Charles Thomas “Chuck” Turlington, II Scholarship Endowment
- Clayton Area Rescue EMS Scholarship Endowment
- Clinton Jones Family Scholarship Endowment
- Country Music Showcase Scholarship Endowment
- David Franklin Arnn, Sr. Scholarship Endowment
- David O. Proctor Scholarship Endowment
- Donnie E. and Linda V. Lassiter Student Ambassador Scholarship Endowment
- Donnye B. Rooks Scholarship Endowment
- Doris Dunn Williams Scholarship Endowment
- Dr. A. Curtis and Mary Lee Phillips Scholarship Endowment
- Dr. Wayne and Bernice Stockdale Scholarship Endowment
- Dr. William Anderson Finch and Vivian Creech Finch Scholarship Endowment
- E Street Jones, Jr. Scholarship Endowment
- E Street Jones, Sr. Scholarship Endowment
- Earl C. and Doris F. Helms Scholarship Endowment
- Edmund S. and Helen Wood Wellons Scholarship Endowment
- Edwin A. Dinnsen, Jr. Family Scholarship Endowment
- Elizabeth Clark Cooper Memorial Scholarship Endowment
- Elmer J. Wellons, Jr. Family Scholarship Endowment
- Elva Fields Jones Scholarship Endowment
- Emma Jean Adams Sawyer Business & Technology Scholarship Endowment
- Ernest K. and Maude B. Ward Scholarship Endowment
- Evander S. and Ethel B. Simpson Scholarship Endowment
First Citizens Bank & Trust Scholarship Endowment
Floyd C. Price, Sr. Scholarship Endowment
Four Oaks Bank and Trust Company Scholarship Endowment
Fred Earl Brink Scholarship Endowment
Gay Dawson Nursing Scholarship Endowment
GlaxoSmithKline Scholarship Endowment
Guy C. Lee Scholarship Endowment
Harold Thomas Keen and Barbara Allen Keen JCC Alumni Scholarship Endowment
Haywood P. Rose Memorial Scholarship Endowment
Henry Paul Howell Scholarship Endowment
Hunter A. Moore Scholarship Endowment
J. Harold Lampe Scholarship Endowment
J. Harold Talton Scholarship Endowment
Jack and Cleo Austin Memorial Scholarship Endowment
James A. Jr. and Janice F. Wellons Scholarship Endowment
James and Ramona Cash Scholarship Endowment
James Odell and Christine West Jackson Family Endowment
Jane Duncan Nurse Aide Scholarship Endowment
Jean Lassiter Jones and John A. Jones, Jr. Student Ambassador Scholarship Endowment
Jerry G. Williams Scholarship Endowment
Jesse Carlton Moore Endowment
John D. and Frances F. Hobart Scholarship Endowment
John G. and Janet S. Lampe Scholarship Endowment
John L. Tart and Marjorie S. Tart Scholarship Endowment
John Howell, Jr. and Ada Lee Howell Memorial Scholarship Endowment
John S. and Marie D. Shallcross Family Memorial Scholarship Endowment
John Thomas and Caroline Casey Wells Scholarship Endowment
Johnny and Jessie Talton Scholarship Endowment
Johnston Community College Faculty and Staff Endowment
Joyce and David Lee Scholarship Endowment
Kay Carroll Education Scholarship Endowment
Kenneth and Patricia Taylor Family Scholarship for U.S. Veterans
Kenneth A. Talton, Jr. Memorial Endowment
Kenneth “Scotty” Medlin Memorial Scholarship Endowment
Lance Oatley Stewart Nursing Scholarship Endowment
Laurie Orr Peters Scholarship Endowment
Lawrence Thomas Heavner and Maye Campbell Heavner Scholarship Endowment
Leigh Krisan Millard Nursing Scholarship Endowment
Lewis R. Holding Scholarship Endowment
Lois Allen Stanley Memorial Nursing Scholarship Endowment
Loretta Woodard Scholarship Endowment
Lorraine Cooper Scholarship Endowment
M.J. and Mildred Oliver Endowment
M. W. Stancil Family Scholarship Endowment
Margaret Lassiter Medlin Scholarship Endowment
Margaret McLemore Lee Scholarship Endowment
Matt Elmore Endowment
Max G. and Lynda D. Creech Scholarship Endowment
Melba Watson Woodruff Scholarship Endowment
Norma W. and A. Grover Godwin Scholarship Endowment
Pam Tripp “Women in Leadership” Endowment
Pearl L. and David H. Stephenson Family Endowment
Polymer Group, Inc. Scholarship Endowment
Progress Energy Scholarship Endowment
Ritchie T. and Louise H. Wall Scholarship Endowment
Robert Bruce Askew Scholarship Endowment
Robert P. Holding, Jr. Scholarship Endowment
Robert P. Holding, Sr. Scholarship Endowment
Ron McCain Scholarship Endowment
Ron Nichols Truck Driver Training Scholarship Endowment
Rotary Club of Central Johnston County Scholarship Endowment
Rudolph A. Howell and Son Scholarship Endowment
SG and Louise Flowers Scholarship Endowment
S. H. Stallings, Sr. Scholarship Endowment
Sally Wood Creech and William Ayden Creech Scholarship Endowment
Sarah Hopkins Bradley Memorial Endowment
Scott Williams Memorial Scholarship Endowment
Southland Car Club Scholarship Endowment
Student Athletic Scholarship Endowment
T. Clifford Massengill Scholarship Endowment
Thomas Haywood and Phyllis Ellis Parrish Endowment
Tracey Elizabeth Jones Scholarship Endowment
Valerie Reed Memorial Scholarship Endowment
W. Carroll Stephenson, Jr. Scholarship Endowment
Wade H. and Annie P. Stephenson Family Scholarship Endowment
Walter B. and Julia S. Elsee Scholarship Endowment
William E. Parham Family Scholarship Endowment
Named Annual Scholarship Funds
Ann and Richard Huckenbeck Annual Scholarship
Athletics Scholarship
Barbara Anders Hoffman Annual Scholarship
Barnes and Noble Book Credit Scholarship
Carolina Comfort Air, Inc. Annual Scholarship
Chamber Women’s Business Network (CWBN) Scholarship
Christopher Sullivan Memorial Scholarship
Continuing Education Scholarship
CWBN Fund for Continuing Education
Daniel and Linda Heckman Memorial Scholarship
Diana Davis Annual Scholarship
Diana Douglas Memorial Annual Scholarship
Dixie Dames, Red Hat Society Annual Scholarship
EPES Transport Annual Scholarship
Dr. Donnie H. Jones, Jr. Annual Scholarship
Dr. Eric and Kendyl Janis Annual Scholarship
Five Touch Annual Scholarship
Freddie Price Memorial Annual Scholarship
Gene Haas Foundation Annual Scholarship
Grifols (formerly Talecris) Annual Scholarship
Hugh A. and Elizabeth T. McGowan Annual Scholarship
Information Technology Scholarship
Jack Stowers Annual Scholarship
Johnston Community College Black History Committee Annual Scholarship
Johnston Community College Retirees Association Annual Scholarship
Johnston Community College Veterans Scholarship Endowment
Johnston County Arts Council Scholarship
Johnston County Farm Bureau FFA Scholarship
• Johnston County Realtors Scholarship
• Johnston County Special Education Annual Scholarship
• Johnston County Vietnam Veterans of America Chapter 990 Annual Scholarship
• Johnston Medical & Surgical Supply Company Annual Scholarship
• Lawrence L. Rouse Annual Scholarship
• North Carolina Association of Textile Services, Inc. and United Textile Distribution Annual Scholarship
• Pearl Ivey Chandler Memorial Scholarship
• Princeton Police Department BLET Scholarship
• Rotary Club of Central Johnston County Scholars Program Scholarships
• ShaTarsha N. Williams Memorial Scholarship
• Smithfield Kiwanis Annual Scholarship
• The Carl and Marjorie Lamm Annual Scholarship (The Rotary Club of Smithfield)
• Universal Leaf North America U.S. Annual Scholarship
• Waste Industries USA, Inc. Scholarship
• Whitley Early Childhood Annual Scholarship

Forgivable Education Loans for Service
Created by the 2011 NC General Assembly, this program is a forgivable loan providing funding to students pursuing degrees in certain critical fields. Recipients must sign a promissory note agreeing to repay the loan by working in North Carolina in their approved field of study. Details of the FELS program, the application, eligibility requirements, award amounts, loan repayment details and listings of qualifying academic programs and institutions can be found at CFNC.org/FELS.

Federal Direct Loan Program
Johnston Community College does not participate in the Federal Direct Loan Program.

Alternative options that are available include the following:
• Financial aid through federal grants, state grants, and institutional aid programs
• Tuition payment plan option
• Emergency Loan Funds for books for students that are not eligible for gift-aid such as Pell and State grants
• JCC Foundation scholarships
• Alternative/private education loans.

SATISFACTORY ACADEMIC PROGRESS
Each student enrolled in an eligible program and receiving financial aid is expected to make satisfactory academic progress toward completion requirements for the program. At the end of the semester, the student’s cumulative grade point average is computed. This measure of progress toward graduation is indicated on the student’s semester grade report and is reviewed by the College.

To be in satisfactory academic standing, a student must maintain at least a 2.0 cumulative GPA related to the number of credit hours attempted. When the student’s GPA is computed, all courses attempted at Johnston Community College are included in the total hours attempted except developmental/remedial, (R,P), WD, I, NA, CR, AU, and repeated course work (lower grade).

Although developmental/remedial courses are excluded from the attempted credit count, the student who has only taken developmental/remedial courses must maintain a 2.0 GPA to meet SAP for financial aid. P (Passed for developmental courses only) is equivalent to a 4.0 grade point and R (re-enroll for developmental courses only) is equivalent to a 0.0 grade point.

In addition, to be in satisfactory academic standing, a student must pass at least 67 percent of the credit hours attempted each semester. At the end of each semester, the student’s cumulative 67-percent is computed. All courses attempted are included in the 67 percent calculation except developmental/remedial, (R,P). This includes A, B, C, D, F, I, WF, WD, CR, AU, NA, repeated courses, high school courses, and transfer credits. Grades of F, I (Incomplete), WF, WD, and/or NA are considered as attempts and not passed.

Financial aid students who have been on academic warning for one semester and are not in satisfactory academic standing will be terminated from receiving financial aid.

The time frame for a student to complete his or her program of study cannot exceed 150 percent of the published length of the program. His 150-percent limit will be measured by all attempted credit hours. Transfer credits are included in the 150-percent calculation; however, developmental/remedial courses are not included. There is no academic warning period for the 150-percent rule. For example, if a program has 121 credit hours, the student may only attempt 181.5 credit hours before becoming ineligible to receive Title IV funds.

Verification Policy
1. The College verifies all eligible applicants selected by the Department of Education.
2. The Financial Aid Office completes verification at the time the student’s award is made.
3. Financial aid awards are not disbursed until verification is complete.

Return of Title IV Funds (R2T4) Policy
If a student completely withdraws from all classes prior to the 60-percent point of the semester, he or she is required, by federal regulations, to repay the funds for the time he or she has not attended class. This overpayment may be a combination of tuition, fees, or books charged to his or her account and/or direct payment made to the student. Failure to make payment will result in the student being reported to the Department of Education and/or a collection agency. This action will also interrupt future financial aid awards. The student will not be able to register for classes, receive transcripts, or grade reports.

North Carolina State Grant Return of Funds Policy
The North Carolina State Education Assistance Authority (NCSEAA) along with College Foundation Incorporated (CFI) has established a return policy for state-funded grants. State grants at Johnston Community College include the Community College Grant, Education Lottery Scholarship, and the North Carolina National Guard Tuition Assistance Program. State grant recipients who withdraw from class, stop attending, drop out, or are dismissed/suspended from...
class or at the 35 percent point of the semester will owe a repayment. State grant return calculations are based on the student’s last date of recorded attendance and/or class participation. If it is determined that a portion of the financial aid received by the student is unearned, the College is required to return the unearned funds back to the State within 45 days. Notification will be sent to the student by mail. The amount of the return (repayment) will be due by the student in full when notification is received. In addition, no student shall be permitted to graduate, receive transcripts, or register for a new term until the debt has been repaid in full.

Other
1. Johnston Community College’s Forgiveness Policy does not apply for financial aid purposes.
2. Financial aid (Title IV) will be limited to 30 credit hours of developmental/remedial courses.
3. No financial aid (Title IV) will be awarded for AU (Audit) grades, CR (Credit by Proficiency Examination) and NA (Never Attends).
4. Financial aid will only pay to repeat a course once, if you have already earned a passing grade (“D” or better) for the course.
5. Once financial aid is terminated, students become ineligible for aid until their progress is again satisfactory. It is the responsibility of the student to notify the Financial Aid Office when this has been accomplished.
6. A student who has become ineligible for financial aid may appeal the termination of their financial aid. Appeals generally given consideration involve students who have experienced:
   a. Extended illness or hospitalization of the student,
   b. An accident which incapacitates the student for an extended period of time, and
   c. Death or extended illness of an immediate family member which results in greater family responsibilities for the student, and
   d. A change in programs and as a result, causes them to exceed the maximum time frame.
   e. The appeal must address why the student failed to make satisfactory academic progress and what has changed in the student’s situation that will allow the student to demonstrate satisfactory academic progress in the future.
   f. A change in programs, and as a result, causes them to exceed the maximum time frame.
   g. An accident which incapacitates the student for an extended period of time, and
   h. Death or extended illness of an immediate family member which results in greater family responsibilities for the student, and
   i. A change in programs and as a result, causes them to exceed the maximum time frame.
   j. The appeal must address why the student failed to make satisfactory academic progress and what has changed in the student’s situation that will allow the student to demonstrate satisfactory academic progress in the future.
   k. A change in programs, and as a result, causes them to exceed the maximum time frame.

Appeals must be in writing and submitted on the JCC Appeal Form along with proper documentation to the Financial Aid Office.

JCC Satisfactory Academic Progress Appeal forms are available in the Financial Aid Office. If an appeal is approved, the student will be on academic probation and must go on an academic plan. If the student disagrees with the decision, he/she may appeal in writing to the vice president of student services.

7. The Financial Aid Office will send an award letter explaining the award amount, Satisfactory Academic Progress Policy, and dates of disbursement to each eligible aid recipient.

Satisfactory Academic Progress Appeal Process
A student who has become ineligible for financial aid may appeal the termination of their financial aid. Appeals generally given consideration involve students who have experienced:
   • Extended illness or hospitalization of student
   • An accident which incapacitates the student for an extended period of time, and
   • Death or extended illness of an immediate family member which results in greater family responsibilities for the student
   • A change in programs, and as a result, causes them to exceed the maximum time frame.

The appeal must address why the student failed to make satisfactory academic progress and what has changed in the student’s situation that will allow the student to demonstrate satisfactory academic progress in the future. Appeals must be in writing and submitted on the JCC Appeal Form along with proper documentation to the Financial Aid Office.

For a JCC Satisfactory Progress Appeal Form, please log in to WebAdvisor and click on “Current Students.” Forms are under the Financial Aid section.

Unusual Enrollment History Policy and Appeal Process
New regulations from the Department of Education require institutions to check unusual enrollment history in an effort to prevent fraud and abuse in the Federal Pell Grant Program.

Federal regulations allow the Financial Aid Office to determine whether a student should continue receiving Title IV aid that has failed to earn credit at previously attended institutions, if they can document that there were mitigating circumstances beyond their control. Documentation must support the reasons given by the student for their failure to earn academic credit and that the student did not enroll only to receive credit balance funds.

If the JCC Financial Aid Office decides that you are ineligible for federal financial aid on the basis of insufficient documentation, you may appeal the decision by completing the Unusual Enrollment History Appeal Form.

For a JCC Unusual Enrollment History Appeal Form, please log in to WebAdvisor and click on “Current Students.” Forms are under the Financial Aid section.

Veterans Services and Certification
The College provides services to students in conjunction with the Veterans Administration (VA) and the North Carolina Division of Veterans Affairs (DVA) to assist military service veterans and eligible persons in securing veterans educational benefits. Veterans are provided admissions counseling and guidance in the selection of an educational program. Eligible wives, widows, and children of disabled or deceased veterans are also assisted.

For information and application forms, students should
contact the veterans affairs officer in the Financial Aid Office located in the Wilson Building.

All transcripts from previously attended institutions must be received and evaluated before enrollment certifications are sent to the VA.

Satisfactory academic progress of students is determined by the individual’s cumulative grade point average, as defined in the Academic Services and Procedures section of this catalog under the Academic Progress heading. When a veteran or eligible person has failed to make satisfactory academic progress and has been terminated by the veteran affairs coordinator, the enrollment of the veteran or eligible person is decertified to the DVA in accordance with DVA regulations. The action leads to termination of veterans educational benefits by the DVA.

The College is required under DVA regulations to decertify the enrollment of veterans or eligible persons whose cumulative GPA indicates that adequate progress is not being made toward meeting graduation requirements.

It should be clearly understood that the veteran or eligible person is not suspended from the College when decertification occurs and veterans’ educational benefits are terminated. The student is advised to remain in school and make every effort to attain satisfactory academic progress as soon as possible.

At the end of each semester, the student’s GPA for the semester and cumulative GPA are examined. Transfer credit hours are not included in computing a veteran’s academic GPA in his or her program at the College.

To be recertified for veterans’ educational benefits, the veteran or eligible person must bring his or her cumulative grade point average up to the standard of satisfactory academic progress as defined in the Academic Services and Procedures section of this catalog under the Academic Progress heading. Returning students with prior attendance at JCC will not be certificated for VA educational benefits if they have had less than a 2.0 cumulative GPA for two or more consecutive semesters.

When the student has attained satisfactory academic progress, the student’s enrollment will be recertified to the DVA for educational benefits.

The DVAs will not pay for the following enrollment situations at the College:

- Students admitted under special student status
- Auditing
- Credit by examination/experience – CLEP, DSST
- Courses not required in program of study
- Online or hybrid developmental/remedial/deficiency courses (course numbers that begin “O”) (sections coded with an “F” or “J”)
- Repeating a course previously passed
- Courses requiring prerequisites must be taken in appropriate sequences as designated in the Course Descriptions section of this catalog
- Adult High School Diploma (AHD)
- High School Equivalency Diploma
- High School Partnerships

- Johnston County Early College Academy
- Career and College Promise Program
- Johnston County Middle College High

- Special Program Admissions (Per JCC Catalog, general admission standards do not apply to these admissions)

Contact the veteran affairs coordinator to ensure that all enrollment and VA document data are correct and complete. Eligible veterans/dependents must notify the coordinator each semester before certification to the DVA can be completed.

**CHILD DEVELOPMENT CENTER SERVICES**

The Johnston Community College Child Development Center is open to the public, but placement preference may be given to students, faculty, and staff of the College. Services will be provided to children two to five years of age during the day. The Child Development Center is an instructional laboratory for the JCC early childhood education program. Contact the director for current tuition rates.

**STUDENT HOUSING**

Housing for students is not provided on campus. Most members of the student body live in the area and commute to the campus. Although student housing services are not provided, students who seek housing in the local area are referred to area real estate agencies and citizens who have indicated an interest in renting to students. Such referrals are made on a non-discriminatory basis.

**HEALTH SERVICES**

Student health services are not provided on campus. Students are expected to secure health services from their family physician, the emergency room at Johnston Health in Smithfield, or other area health service facilities.

In the event of accident or illness, the Student Services Office or the Business Office should be notified immediately. First aid is provided by College personnel in accordance with their capabilities. First aid kits are strategically located in various campus buildings.

Students who become ill, are injured, or develop health problems requiring professional attention are referred to the emergency room of Johnston Health or to a local physician in accordance with the instructions given by the student or the student’s family. In an emergency situation when immediate attention is necessary, the local rescue squad will be called. A student may be taken directly to Johnston Health Hospital to be seen by the physician on duty in the emergency room.

Students who have significant health conditions or limitations are expected to inform instructors at the beginning of each semester and may be required to submit a Report of Health Evaluation conducted by a physician. When deemed appropriate, faculty advisors, instructors, and/or counselors are notified of students identified as having significant health conditions.

The environmental health and safety program on the campus is under the direction of the vice president of administrative services.
**DRUG AND ALCOHOL POLICY**

The users of drugs or alcohol may impair the well-being of all employees, the students, and the public at large. Drug and alcohol uses may also result in an injury or damage to College property.

Therefore, the unlawful manufacture, distribution, possession, or use of a controlled substance or of alcoholic beverages shall be prohibited while on College premises or as part of any College-sponsored activities.

Any student violating this policy shall be subject to disciplinary action up to and including expulsion and referral for prosecution.

**POLICY PROVISIONS**

**Drug Usage**

The College shall not differentiate between drug users, drug pushers, or sellers. Any student who possesses, uses, sells, gives or in any way transfers a controlled substance to another person, or manufactures a controlled substance while on College premises or as part of any College-sponsored activity shall be subject to disciplinary action up to and including expulsion and referral for prosecution. Any student who is in a state of intoxication or any influence which may be attributed to the use of drugs or of alcoholic beverages shall not in any way limit the responsibility of the individual for the consequences of his or her actions and will be subject to disciplinary actions.

The term “controlled substance” shall mean any drug in 21 CFR 1308 and other federal regulations, as well as those listed in Article V, Chapter 90 of the North Carolina General Statutes. Generally, these are drugs which have a high potential for abuse. Such drugs shall include, but are not limited to: heroin, marijuana, cocaine, PCP, “crack”, methamphetamine and any other hallucinogenic, narcotic, synthetic or illegally manufactured substances. They also include “illegal drugs” which are not prescribed by a licensed physician. Any student convicted of violating any criminal drug statute while on College premises or as part of any College-sponsored activity shall be subject to disciplinary action up to and including expulsion.

The vice president of student services may require the student to successfully finish a drug abuse program sponsored by an approved private or governmental institution as a precondition for continued enrollment at the College. Each student shall be required to inform the Office of the Vice President of Student Services, in writing, within five days after being convicted for violation of any federal, state, or local criminal drug statute where such violation occurred while on College premises or as part of any College sponsored activity. A conviction shall mean a finding of guilt (including a plea of no contender) or the imposition of a sentence by a judge or jury in any federal or state court.

**Federal Grant Provisions**

Students employed under the College Work Study Program shall be considered to be employees of the College, if the work is performed for the College. In addition, for work performed for federal, state or local public agency, a private nonprofit agency or a private for-profit company, students shall be considered to be employees of the College unless the agreement between the College and the organization specifies that the organization is considered to be the employer. Students considered employees of the College should refer to the Drug and Alcohol Policy 2.17 in the College’s Personnel Manual.

**STUDENT RECORDS**

Upon receipt of the application for admission from a prospective student, a student record file is established by the Admissions Office. It is the policy of the College that this student record file shall be used throughout the student’s enrollment to collect and maintain pertinent basic data relative to the individual’s admission and academic progress.

The contents of the student record file are as follows: application for admission, transcripts of the student’s previous educational records, placement test results, summaries of admissions and academic progress interviews, residency questionnaire, and correspondence related to admission and academic progress. The contents of the student record file are the property of Johnston Community College and are maintained in accordance with the Family Educational Rights and Privacy Act of 1974.

**TRANSFERS**

Upon written request of the student, an official transcript of a student’s educational record will be provided by the Registrar’s Office to the student or to other institutions, individuals, firms, or agencies. Official transcripts are $3 each. A 24-hour notice is required for preparation of transcripts. Transcripts are not released until all financial obligations to the College have been paid in full and the student’s account is cleared with the Business Office. Unofficial transcripts are available through WebAdvisor at no charge to enrolled students.

**STUDENT RIGHT TO KNOW ACT**

The Student Right to Know Act requires Johnston Community College to disclose information about graduation, completion, and transfer-out rates to current and prospective students and the public. This information is provided to students and prospective students through the College Web site, from the Office of Student Services, and in other publications.

**EDUCATIONAL RIGHTS AND PRIVACY**

The Family Educational Rights and Privacy Act of 1974 (FERPA) sets forth requirements designed to protect the privacy of student educational records. Johnston Community College recognizes the rights and privacy afforded to students with respect to their education records.

Educational records are those records, files, documents, and other materials which contain information directly related to students, and are maintained by the College, except those records which FERPA excludes as educational records. These are official College records, and as such, remain the property of the College. Information contained in the educational records will be fully explained and interpreted.
to students upon request. Students have the right to review only their own record. When a record contains information about more than one student, disclosure cannot include information regarding other students.

An eligible student, which means a student who has reached 18 years of age or is attending an institution of postsecondary education, has access to his or her educational records and these records shall be open to revise only as indicated by FERPA and upon the terms and conditions established by the College.

The rights afforded to students by FERPA include:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. The College is not required to provide copies of records unless, for reasons such as great distance, it is impossible for the student to review the records. The College may charge a fee for copies.

2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

   Note: The College is not required to consider requests for amendment under FERPA that seek to change a grade, unless the grade was recorded inaccurately, seek to change disciplinary decisions, or seek to change the opinions or reflections of a College official or other person reflected in an education record.

3. The right to consent of disclosures of personally identifiable information contained in the student's education records, except to the extent FERPA authorizes disclosures without consent.

   FERPA allows for the release of student records without written consent of the student under the following conditions:
   • To school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including security personnel); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting other school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
   • To officials of other institutions where the student intends to enroll.
   • To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of U.S. Department of Education, or state and local authorities.
   • In connection with the student's application for and receipt of financial aid.
   • To state and federal officials, authorities, and agencies specifically exempted from the prior consent requirements by this Act.
   • To organizations conducting studies for, or on behalf of, educational agencies or institutions.
   • To accrediting organizations to carry out their accrediting functions.
   • To parents of a student who have established that student's status as a dependent according to section 152 of the Internal Revenue Code of 1986.
   • To comply with a judicial order or lawfully issued subpoena.
   • In connection with a health or safety emergency when knowledge of the information is necessary to protect the health or safety of the student or other individuals.
   • Of final results of any disciplinary proceedings conducted by the College against alleged perpetrators of a crime of violence or non-forcible sex offense to the alleged victim of that crime.
   • To the student.
   • To a parent of a student at the College regarding the student's violation of any federal, state, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance if the College determines that the student has committed a disciplinary violation with respect to that use or possession and the student is under the age of 21 at the time of the disclosure to the parent.
   • Is information the College has designated as directory information. Johnston Community College has designated the following information as directory information: the student's name, major field of study, dates of attendance, enrollment status, photographs, and degrees and graduation honors received. Students, who do not wish any or all of this information to be released, must notify in writing the Office of the Registrar during the first 10 days of the semester. The College assumes that the failure on the part of any student to file a request for nondisclosure indicates approval for disclosure. Questions or further information on this policy can be directed to the registrar.

4. The right to file a complaint with the Family Policy
Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920, concerning alleged failures to comply with the requirement of FERPA.
STUDENT ACTIVITIES AND LIFE

An important part of the college experience at Johnston Community College is participation in student activities. JCC prides itself on the diverse opportunities available to students as a part of student life. These experiences include development of leadership skills through participation in student organizations, playing in intramural sports and events, as well as working together with fellow students on social, recreational, and community service projects. Student clubs and organizations are organized by students in response to student interest and need and are recognized as a significant dimension of the educational experience.

STUDENT GOVERNMENT ASSOCIATION

These clubs and organizations are led by the Student Government Association, which exists to promote good relations and understanding among students, administration, faculty, and trustees; to unify the student body in the development of self-government and good citizenship; and to set high ethical standards for students through responsible conduct.

Six officers are elected in the spring for the following year. These positions are president, vice president, secretary, treasurer, public information officer, and parliamentarian. Responsibilities and requirements for each are listed below.

I. The duties of the office of President shall be as follows:
   a. To administer and uphold the Constitution of the Association, its bylaws, and laws enacted by the senate.
   b. To call and preside at meetings of the executive board, the senate, and the student body.
   c. To appoint any additional committees necessary to carry out executive functions, subject to approval of the senate.
   d. To issue orders to all committees and to require reports from them.
   e. To serve as a member of the College Board of Trustees, as provided for in the North Carolina General Statutes 115D.
   f. To represent the student body by serving as a member of the College Advisory Counsel.
   g. To be the official representative of the college on all other occasions and at functions wherein participation is appropriate.

II. The duties of the office of Vice President shall be as follows:
   a. To assist the President in any way required by the President.
   b. To fulfill the duties of the President in the case of illness or absence of the President.
   c. To assume the office of President and to carry out the duties of the office for the remainder of the term in the event that the President resigns or is unable to fulfill the duties of the office for any reason.
   d. To serve as chair for the judicial branch and to preside over all meetings of the judicial branch.

III. The duties of the office of Secretary shall be as follows:
   a. To accurately record and preserve the minutes of all regular and special meetings of the Association.
   b. To be in charge of all necessary paperwork required by the executive officers, the executive board, and the senate.
   c. To submit periodic reports to the membership or the Association, the advisor, and the college concerning the progress and actions taken by the Association.
   d. To prepare and keep a record of all actions, bylaws, statutes, and resolutions of the senate.

IV. The duties of the office of Treasurer shall be as follows:
   a. To keep an accurate record of financial actions of the Association based on financial reports prepared monthly by the college business office.
   b. To serve as Chairperson of the Finance Committee, which is responsible for submitting budget recommendations.
   c. To report periodically to the Association or at any time required.
   d. To prepare and submit to the Association an annual financial report.
   e. To solicit quotes and financial proposals from vendors.

V. The duties of the office of Parliamentarian shall be as follows:
   a. To assist the President in maintaining order in accordance with parliamentary procedure at meetings of the senate, the Association, and the student body.
   b. To serve as advisor to the President and the executive board on matters involving parliamentary procedure.

VI. The duties of the office of Public Information Officer shall be as follows:
   a. To gather facts about upcoming meetings, events, or issues and distribute them to the student body.
   b. To produce promotional and other material for dissemination.

PARTICIPATION IN COLLEGE GOVERNANCE

Johnston Community College encourages its students to participate in the College’s decision-making processes to the fullest extent possible. Opportunities for participation are provided through formalized structures and the administration's practice of an open-door policy.

Formalized participation is provided in the following ways:

   a. The Student Government Association president serves as an ex officio member of the Board of Trustees (ex officio status accords the SGA president all rights as other trustees except the voting privilege).
   b. Student representatives serve on several standing committees.
   c. Student representatives serve on the College’s planning team when it conducts the strategic planning phase of the planning cycle and participates in the development of operational plans during the operational planning phase of the planning cycle for such areas as the SGA, student activities, ambassadors program, etc.
   d. When appropriate, student representatives serve on College ad hoc committees.
e. The president meets with the SGA senate on a bimonthly basis to discuss how the College can best meet student needs.

f. Students may appeal decisions made by faculty and staff through the College's appeals procedure.

The College's administration practices an open-door policy. Students may, as individuals or groups, present ideas for improvement or concerns to the appropriate administrator or president at any time. The College administration will respond to such input in a timely manner.

The College believes it can only achieve excellence by the full participation of those it serves, the students, in institutional decision-making.

**CLUBS AND ORGANIZATIONS**

Student clubs and interest groups are encouraged as a means of developing common bonds or purpose and friendship between students with similar occupational and academic interests. Faculty/staff members serve as advisors and assist student leaders in planning club programs and developing group activities.

Student organizations on campus include SGA, Student Ambassadors, JCC Live, Phi Theta Kappa, and National Technical Honor Society, National Society of Leadership and Success, as well as clubs linked to programs of study, such as criminal justice, paralegal, radiography, and cosmetology.

Membership in student clubs and organizations is open to eligible curriculum students regardless of age, race, color, sex, national origin, disability, religion, creed, military or veteran status, or genetic information.

The requirements for being elected to an executive office of any club or organization and continuing to hold that office throughout the term of office shall be as follows:

1. Be enrolled in at least six credit hours of curriculum course work.
2. Be in good standing academically and otherwise.

**STATEMENT ON MEMBERSHIP IN STUDENT ORGANIZATIONS**

To be eligible for official recognition from the College and the privileges that accompany official recognition - a student club or organization must abide by the following:

1. Membership and participation in the organization must be open to all students without regard to age, race, color, sex, national origin, disability, religion, creed, military or veteran status, genetic information or other protected group as defined by law.
2. Student clubs or organizations that select their members on the basis of commitment to a set of beliefs (e.g., religious or political beliefs) may limit membership and participation in the organization to students who, upon individual inquiry, affirm that they support the organization's goals and agree with its faith, beliefs, and mission.

**RECREATIONAL ACTIVITIES**

Informal recreation is part of the student activities program. Recreational activities are organized by students in response to student interest and needs and are supported by the student activity fund.

Students are encouraged to organize and participate in various recreational activities. Equipment may be checked out at the office of the director of student activities.

**Intercollegiate Athletics**

Intercollegiate athletics at Johnston Community College strives to provide a competitive athletic program that is consistent with the College's mission and a total educational experience for its student-athletes. The underlying assumption that athletics contributes to the overall development of character, sportsmanship, leadership, integrity, and responsible decision making is consistent with the College's mission to assist all students in developing their full potential for participation in a global workforce and lifelong learning experiences.

The athletic program, at all times, adheres to the tenets of fair play and amateur athletic competition as defined by National Junior College Athletic Association (NJCAA). The College also holds its coaches, administrators, and student athletes to a high standard of sportsmanship and ethical conduct. The president of Johnston Community College has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletic program. Athletic offerings may vary depending on student interest and facilities availability.

**STUDENT RIGHTS, RESPONSIBILITIES AND JUDICIAL PROCEDURES**

*Note: For purposes of brevity, the title “vice president” will refer to the vice president of student services throughout this section.*

**I. Preamble**

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of this academic community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to teach and freedom to learn are inseparable facets of academic freedom in the classroom, on the campus, and in the community. Students should exercise their freedom with responsibility. As members of the academic community, students are subject to the obligations accrued to them by virtue of this membership. As members of the larger community of which the College is a part, students are entitled to all rights and protection accorded them by the laws of that community.

By the same token, students are also subject to all laws, the enforcement of which is the responsibility of duly constituted authorities. When students violate laws, they may incur penalties prescribed by legal authorities. If such instance, college discipline will be initiated only when the presence of the student on campus substantially disrupts
the educational process of the College. However, when a student’s violation of the law also adversely affects the College’s pursuit of its recognized educational objectives, the College may enforce its own regulations.

When students violate college regulations, they are subject to disciplinary action by the College whether or not their conduct violates the law. If the student’s behavior simultaneously violates both College regulations and the law, the College may take disciplinary action independent of that taken by legal authorities.

II. Student Rights
A. All rights and privileges guaranteed to every citizen by the Constitution of the United States and by the state of North Carolina shall not be denied any student.
B. Students are free to pursue their educational goals. Appropriate opportunities for learning in the classroom and on the campus shall be provided for by the College. Student performance will be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.
C. Students have the right to freedom of expression, inquiry, and assembly without restraint or censorship subject to reasonable and non-discriminatory rules and regulations regarding time, place, and manner.
D. Students have the right to inquire about and to propose improvements in policies, regulations, and procedures affecting the welfare of students through established student government procedures, campus committees, and College offices.
E. The Family Educational Rights and Privacy Act of 1974 provides safeguards regarding the confidentiality of and access to student records and this act will be adhered to by the College. Students and former students have the right of appeal. The act of enrollment at Johnston Community College indicates acceptance by the student of published rules and policies of the College. The purpose of this code is not to restrict student rights but to protect the rights of individuals in their academic pursuits.

The following regulations set forth rules of conduct prohibiting certain types of student behavior. Violation of one or more of the following regulations may result in one of the sanctions described in Section V. Prohibited conduct shall include, but not be limited to:

A. Academic dishonesty involving taking or acquiring possession of any academic material (test information, research papers, notes, etc.) from a member of the College staff or student body without permission; receiving or giving help during tests; submitting papers or reports (that are supposed to be original work) that are not entirely the student’s own; not giving credit for others’ work (plagiarism).
B. Theft of, misuse of, or damage to College property, or theft of or damage to property of a member of the College community or a campus visitor on College premises or at College functions; unauthorized entry upon the property of the College or into a College facility or a portion thereof which has been restricted in use and thereby placed off limits; unauthorized presence in a College facility after closing hours.
C. Possession of or use of alcoholic beverages or being in a state of intoxication on the College campus or at College-sponsored or supervised functions off-campus or in College-owned vehicles. Possession, use or distribution of any illegal drugs, except as expressly permitted by law. Any influence which may be attributed to the use of drugs or of alcoholic beverages shall not in any way limit the responsibility of the individual for the consequences of his or her actions.
D. Disorderly, lewd or indecent conduct, including, but not limited to, public urination, defecation, sexual acts performed in public or on college premises, taking pictures of another person in a gym locker room or restroom without that person’s consent, disrobing or streaking, and possession or distribution of any legally obscene materials.
E. The use of legally obscene language or behavior that materially or substantially disrupts college function.
F. Excessive noise on college property including its hallways, walkways, driveways, and parking areas.
G. Conduct which threatens or endangers the health/safety of any person on the campus, online, or at any College authorized function/activity including, but not limited...
to physical abuse, the threat of physical abuse, sexual misconduct and assault.

H. Discrimination on the grounds of age, race, color, sex, national origin, disability, religion, creed, military or veteran status, or genetic information on College premises, at College-sponsored or supervised functions, or online that is sufficiently severe that it limits or denies an individual the ability to participate in or benefit from the College's educational program or activities.

I. Any act, comment, or behavior that materially and substantially disrupts the college or interferes with a student's performance including that which promotes actual violence or harm, fighting words, true threats, violations of the law, criminal or severe harassment, defamation that harms a person's reputation, false advertising or commercial speech that is misleading, or the use of public resources for partisan political activities.

J. Intimidation (implied threats) or coercion that causes a reasonable fear of harm in another.

K. Material or substantial obstruction or disruption of teaching, research, administration or disciplinary proceedings, or other College activities, including public service functions and other duly authorized activities on College premises.

L. Occupation or seizure in any manner of College property, a College facility or any portion thereof for a use inconsistent with prescribed, customary, or authorized use.

M. Participating in or conducting an assembly, demonstration, or gathering in a manner which threatens or causes injury to person or property; which interferes with free access to, ingress or egress of College facilities; which is harmful, obstructive or substantially disruptive to the educational process or institutional functions of the College; remaining at the scene of such an assembly after being asked to leave by a representative of the College staff.

N. Possession or use of a firearm, incendiary device, or explosive, except in connection with a College-approved activity. This also includes unauthorized use of any instrument designed to inflict serious bodily injury to any person.

O. Setting off a fire alarm or using or tampering with any fire safety equipment, except with reasonable belief in the need for such alarm or equipment.

P. Gambling.

Q. Smoking and/or using other forms of tobacco products or use of electronic cigarettes in non-designated areas.

R. Violation of College regulations regarding the operation and parking of motor vehicles.

S. Forgery, alteration, copyright violation, or misuse of College documents, records, computer software, or computer equipment with intent to deceive; making a knowingly false statement, either orally or in writing, to a College official.

T. Failure to comply with instructions of College officials acting in performance of their duties, including failure to provide student ID in a timely manner when requested.

U. Violations of the terms of disciplinary probation or any College regulation during the period of probation.

V. Fiscal irresponsibility such as failure to pay College-levied fines, failure to repay College-funded loans, or the passing of worthless checks to College officials.

W. Violation of a local, state, or federal criminal law on College premises adversely affecting the College community's pursuit of its proper educational purposes.

X. Violation of the College's Information Technology Acceptable Use Policy.

Y. Use of cell phones, pagers or other electronic devices while attending class or participating in class-related activities (i.e. labs, clinicals, etc.) without prior approval of the instructor.

Z. Failure to respond to a notice of charges.

Please note: Certain programs such as associate degree nursing and basic law enforcement training also have supplementary codes of conduct to which students within those programs must adhere.

IV. Disciplinary Procedures

A. Immediate Suspension

If an act of misconduct threatens the health or well-being of any member of the academic community or seriously disrupts the function and good order of the College, an instructor or administrative officer may direct the student(s) involved to cease and desist such conduct and advise them that failing to cease and desist will result in immediate suspension. If the student(s) fails to cease and desist, the instructor may then suspend the student(s) from the class. The vice president/designee or the president may suspend the student(s) from either the class or the College until a resolution of the matter can be made.

The instructor or administrative officer invoking such suspension shall notify the vice president in writing of the individual(s) involved and the nature of the infraction as soon as possible but no more than two days following the incident. The vice president shall resolve the matter in a timely fashion utilizing the steps outlined below in Section IV, C.

B. Responsibility for Implementation

The vice president/designee is responsible for implementing student discipline procedures.

C. Disciplinary Procedures

In order to provide an orderly procedure for handling student disciplinary cases in accordance with due process and justice, the following procedures will be followed:

1. Charges: Any administrative official, faculty member, or student may file charges with the vice president against any student or student organization for violations of College regulations. The individual(s)
making the charge must complete a charge form (available from the office of the vice president or the College's Web site) stating:

a. Name of the student(s) involved,
b. The alleged violation of the specific Code of Conduct,
c. The time, place, and date of the incident,
d. Names of person(s) directly involved or witnesses to the infractions,
e. Any actions taken that relate to the matter,

The completed charge form should be forwarded directly to the vice president.

2. Investigation and Decision: Within five working days after the charge is filed, the vice president/designee shall complete a preliminary investigation of the charge and shall schedule a meeting with the student to discuss the alleged infraction. The vice president/designee may act as follows:

a. Drop the charges.
b. Impose a sanction consistent with those shown in Section V.
c. Refer the student to a College office or community agency for services.

3. Notification: The decision of the vice president/designee shall be presented to the student orally or in writing immediately following the meeting with the student. In instances where the student cannot be reached to schedule an appointment with the vice president/designee or where the student refuses to cooperate, the vice president/designee shall send a certified letter to the student's last known address providing the student with a list of the charges, the vice president's decision, and instructions governing the appeal process (Section VI).

V. Sanctions
The Student Code of Conduct sanctions are listed below. The list does not imply an order or sequence of sanctions. The sanctions in each case will be determined by the factors related to the specific cases. Sanctions include the following:

A. Verbal Warning: A verbal warning statement, including friendly advice, counsel, criticism, or rebuke, to the student that further disciplinary action will take place if the specific behavior/condition is continued or repeated.

B. Reprimand: A written warning statement to the student which gives official notice to the student that any subsequent offense against the Student Code of Conduct will carry heavier penalties because of this prior infraction.

C. General Probation: An individual may be placed on general probation when involved in a minor disciplinary offense. General probation has two important implications: the individual is given a chance to show capability and willingness to observe the Student Code of Conduct without further penalty; secondly, if the individual errs again, further action will be taken. This probation will be in effect for no more than two semesters.

D. Restrictive Probation: Restrictive probation results in the loss of good standing and becomes a matter of record. Restrictive conditions may limit activity in the College community. Generally, the individual will not be eligible for initiation into any local or national organization and may not receive any College award or other honorary recognition. The individual may not occupy a position of leadership or responsibility with any College or student organization, publication, or activity. This probation will be in effect for not less than two semesters. Any violation of restrictive probation may result in immediate suspension.

E. Restitution: Paying for damaging, misusing, destroying, or losing property belonging to the College, College personnel, or students.

F. Interim Suspension: Exclusion from class and/or other privileges or activities as set forth in the notice until a final decision has been made concerning the alleged violation.

G. Loss of Academic Credit or Grade: Imposed as a result of academic dishonesty.

H. Withholding the Transcript, Diploma, or Right to Register or Participate in Graduation Ceremonies: Imposed when financial obligations are not met. (Will not be allowed to register until all financial obligations are met.)

I. Suspension: Exclusion from class and/or other privileges or activities of the College for a specified period of time. This sanction is reserved for those offenses warranting discipline more severe than probation or for repeated misconduct. Students who receive this sanction must get specific written permission from the vice president before returning to campus.

J. Expulsion: Dismissing a student from campus for an indefinite period resulting in losing student status. The student may be readmitted to the College only with the approval of the president.

K. Suspension from Campus Activities: Exclusion from participation in designated student clubs, organizations, or activities for a specified period of time and/or loss of officer standing within a student organization.

L. Group Probation: This is given to a College club or other organized group for a specified period of time. If group violations are repeated during the term of the sentence, the charter may be revoked or activities restricted.

M. Group Restriction: Removing College recognition during the semester in which the offense occurred or for a longer period (usually not more than one other semester). While under restriction, the group may not seek or add members, hold or sponsor events in the College community, or engage in other activities as specified.

N. Group Charter Revocation: Removal of College recognition for a group, club, society, or other organizations for a minimum of two years. The re-chartering of a group/club must be approved by the College president.
O. Other Sanctions: Students may be required to attend workshops or research topics that pertain to the behavior that violated the Code of Conduct. These sanctions assist the student to gain the skills necessary to avoid future conduct code violations.

VI. Appeals Procedure
A student who disagrees with the decision of the vice president/designee may request a hearing before the Disciplinary Review Committee. This request must be submitted in writing to the vice president/designee within three working days after receipt of the decision. The vice president/designee shall refer the matter to the Disciplinary Review Committee together with a report of the nature of the alleged misconduct, the name of the complainant, the name of the student against whom the charge has been filed, and the relevant facts revealed by the vice president's/designee's investigation.

A. Committee Composition
Membership of the Disciplinary Review Committee shall be composed of the following:
1. Three faculty/staff members appointed by the president of the College.*
2. Three student members appointed by the Student Government Association and approved by the president of the College.
3. The president will appoint one administrator to serve as committee chairperson who will vote only in case of a tie.
4. The vice president as an ex officio non-voting member.
5. Committee members will serve a two-year term, beginning in January and ending in December. Replacements will be appointed by the president or SGA if necessary.

*The three faculty/staff members and the chairperson appointed by the president of the College will serve as the Disciplinary/Grievance Review Committee for all Title IX cases.

B. Procedure for Hearings Before the Disciplinary Review Committee
1. Procedural responsibilities of the vice president: The Review Committee must meet within 10 working days of receipt of a request for a hearing. At least three working days prior to the date set for the hearing, the vice president shall send a certified letter to the student's last known address providing the student with the following information:
   a. A restatement of the charge or charges.
   b. The time and place of the hearing.
   c. A statement of the student's basic procedural rights.
   d. A list of witnesses.
   e. The names of committee members.
   a.
2. Basic procedural rights of students include the following:
   a. The right to counsel. The role of the person acting as counsel is solely to advise the student. The counsel shall not address the committee. In cases of sexual misconduct, the accuser and accused can have an advisor of their choice present during the disciplinary hearing.
   b. The right to produce witnesses on one's behalf.
   c. The right to request, in writing, the president to disqualify any member of the committee for prejudice or bias. (The request must contain justification.) A request for disqualification, if made, must be submitted at least three working days prior to the hearing. If such disqualification occurs, the appropriate nominating body shall appoint a replacement to be approved by the president.
   d. The right to present evidence.
   e. The right to know the identity of the person(s) bringing the charge(s).
   f. The right to testify or to refuse to testify without such refusal being detrimental to the student.
   g. The right to appeal the decision of the committee to the president who will review the official record of the hearing. The appeal must be in writing and it must be made within three working days of the completion of the hearing.

8. The Conduct of the Committee Hearings
a. Hearings before the committee shall be confidential and shall be closed to all persons except the following:
   1. The student.
   2. Counsel or, in cases of sexual misconduct, Advisors.
   3. Witnesses who shall:
      i. Give testimony singularly and in the absence of other witnesses.
      ii. Leave the committee meeting room immediately following completion of the testimony.
   b. The hearing will be audio recorded. Recordings will be used for transcription purposes and will be erased once the grievance/appeal process has been completed.
   c. The committee shall have the authority to adopt supplementary rules of procedure consistent with this code.
   d. The committee shall have the authority to render written advisory opinions concerning the meaning and application of this code.
   e. Upon completion of a hearing, the committee shall meet in executive session to determine concurrence or non-concurrence with the original finding and to recommend sanctions if applicable.
   f. Decisions of the committee shall be made by majority vote.
   g. Within two working days after the decision of the committee, the vice president shall send a certified letter to the student's last known address providing the student with the
VII. Student Grievance Procedure

A. Purpose
The purpose of the student grievance procedure is to provide a system to channel student complaints against faculty, staff, and students concerning the following:

1. Alleged discrimination on the basis of age, race, color, sex, national origin, disability, religion, creed, military or veteran status, genetic information, or any other characteristic protected under applicable federal or state law.
2. Sexual misconduct, including sexual harassment and sexual violence, complaints should be directed to the vice president. Because of the sensitive nature of this kind of complaint, a conference with the vice president will replace the first and second steps of the grievance procedure. The vice president will counsel with the student to determine the appropriate action. If the grievance is not resolved after this meeting, then the remainder of the grievance procedure will be followed.
3. Academic matters, excluding individual grades and attendance.

B. Procedure

1. First Step
The student must go to the faculty or staff member where the alleged problem originated. An attempt will be made to resolve the matter equitably and informally at this level. The conference must take place within five working days of the incident which generated the complaint.

2. Second Step
If the complaint is not resolved at the informal conference with the faculty or staff member, the student should meet with the faculty member’s director of programs in consultation with the dean or staff member’s direct supervisor within five (5) working days after satisfying step 1. As part of the effort to resolve the issue, the director of programs or supervisor will consult with the individual who the complaint is directed toward and the dean or the chief administrative officer of that division.

3. Third Step
If the complaint is not resolved at the informal conference with the director of programs in consultation with the dean or direct supervisor, the student may file a written grievance with the vice president of student services. The grievance form may be obtained from the Office of the Vice President of Student Services. The completed grievance form and the reason why the response of the dean or supervisor was unsatisfactory must be presented to the Office of the Vice President of Student Services within five (5) working days after satisfying Step 2.

C. Appeal to the President
A student who refuses to accept the findings of the committee may appeal in writing to the president within three working days after receipt of the committee’s decision. The president shall have the authority to:

1. Review the findings of the proceedings of the committee.
2. Hear from the student, the vice president, and the members of the committee before ruling on an appeal.
3. Approve, modify, or overturn the decision of the committee.
4. Inform the student in writing of the final decision within 10 working days of the receipt of the appeal.

D. Rights of Parties Involved in a Grievance
When a grievance committee meeting is scheduled, the parties involved are entitled to:

1. A written notice of the complaint.
2. A written notice of the time and place of the meeting. This notice shall be forwarded to all parties at least three working days prior to the meeting unless they waive this requirement.
3. Review all available evidence, documents, or exhibits that each party may present at the meeting.
4. Have access to the names of the witnesses who may
testify.
5. Appear in person and present information on his or her behalf, call witnesses, and ask questions of any person present at the meeting.
6. The right to counsel. The role of the person acting as counsel is solely to advise the client. The counsel shall not address the committee.
7. In cases of sexual misconduct, the accuser and the accused can have an advisor of their choice present during the proceedings.

E. Time Periods and Limitations
Reasonable efforts shall be made by all parties to expedite the grievance process. A time limitation specified for either party may be extended by mutual agreement. If there is no mutual written agreement to extend the time limits, and if a decision at one level is not appealed by the student to the next level of the procedure within the time limits specified, the right of the student to further appeal is terminated.

TITLE IX AND SEX DISCRIMINATION
Title IX of the Education Amendments of 1972 is a law that prohibits discrimination based on sex. The law states that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program and activity receiving Federal financial assistance.” (20 U.S.C. §1681) Under Title IX, discrimination on the basis of sex can include sexual harassment, sexual assault, or sexual violence.

Inquiries concerning the application of Title IX may be referred to the College's Title IX coordinator. The Title IX coordinator will take immediate action to provide a prompt and equitable resolution to a complaint and take steps to prevent the recurrence of the discrimination or harassment. Listed below are the staff members who have primary responsibility for Title IX compliance.

Title IX Coordinator
Director of Human Resources
Wilson Building, C1023C
(919) 209-2025

Title IX Deputy Coordinator
(for students)
Vice President of Student Services
Wilson Building, C1045D
(919) 209-2048

CLASSROOM CONDUCT
Faculty and students at Johnston Community College have the right to a classroom environment that is conducive to study, expression, and full concentration on study topics.

The College expects:
• Classrooms where students arrive and depart on time
• Classrooms where there is no material or substantial disruptive behavior
• Classrooms where the rights of others are respected and where students treat each other and the instructor with civility and respect

TRAFFIC AND PARKING REGULATIONS
Traffic regulations of the state of North Carolina are applicable to all persons who drive a motor vehicle on the campus. General student parking is available in any lined spaces not designated for visitors, handicapped persons, faculty and staff members, etc. Enforcement of JCC-issued traffic and parking regulations and penalties for violations are administered by the Business Office.

PARKING PERMITS
A parking permit is provided to each student. Students should obtain a parking permit from the Information Desk in the Wilson Building. The parking permit is valid from August to August.

SMOKING ON CAMPUS
Smoking, including electronic cigarettes, and using any form of tobacco is prohibited on campus except in designated smoking areas. This policy is implemented to reduce secondhand smoke, litter and fire hazards. The designated smoking areas are listed below:

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elsee</td>
<td>Gazebo at the rear south end</td>
</tr>
<tr>
<td>STEAM</td>
<td>Area across from rear north end away from building</td>
</tr>
<tr>
<td>STEAM/Greenhouse</td>
<td>Area across from rear south end of STEAM</td>
</tr>
<tr>
<td>Wilson</td>
<td>Patio area behind bookstore</td>
</tr>
<tr>
<td>Wilson/Tart</td>
<td>Gazebo in grass area beside service road between Wilson and Tart</td>
</tr>
<tr>
<td>Health/Smith</td>
<td>Gazebo behind south end of Health Building</td>
</tr>
<tr>
<td>Learning Resource Center/Britt</td>
<td>Gazebo between Learning Resource Center and Britt</td>
</tr>
<tr>
<td>Truck Driver Training</td>
<td>Area rear of building beside training field</td>
</tr>
<tr>
<td>Public Safety Services</td>
<td>Gazebo at rear corner</td>
</tr>
</tbody>
</table>

MINORS ON CAMPUS
College policy does not allow minors to be left unattended in vehicles or on campus, or brought to class. Although minors may accompany parents or guardians to the campus during registration and other appropriate times, minors are not allowed on campus unattended while parents are attending class. The practice of bringing minors to class is a potential disruption for others and places the College in a position of liability. Students bringing minors to class, the library, or during any inappropriate time will be asked to leave.

STUDENT PUBLICATIONS
Student publications, either by an individual or student organization, must be approved through the appropriate organization advisor and the vice president of student services before production and distribution. The Publications Guidelines for College publications contained
in the Johnston Community College Operational Policies and Procedures Manual must be followed if the student publication meets the criteria for a public document.

Student publications must not be in conflict with the Student Code of Conduct as published in this section of this catalog.

**STUDENT LOUNGE**

The student lounge provides a convenient place for relaxation, conversation, and a break between classes. Sandwiches, coffee, soft drinks, and other food items are available in the lounge. Vending machines are also available at various locations on the campus. Non-students are not allowed to use the student lounge without permission of the administration. ID cards are checked on a random basis.

**STUDENT IDENTIFICATION CARD**

The student identification card (ID card) is provided to each student and is made in the College library. Students need a driver’s license and a copy of their current class schedule in order to obtain an ID card. Each semester a student should take his or her ID card to the library to receive a validation sticker for the current semester. There is a $5 replacement fee for lost cards.

The student ID card serves as the college library card and no materials will be issued without one. The card is also required for student functions on campus. Students should carry their ID card with them at all times. Campus security or a College official may ask a student to show his or her ID at any time while on campus or at any activity sponsored by the school off campus. If the student fails to show identification, the college official may ask the student to leave campus.

**STUDENT DRESS RECOMMENDATIONS**

Johnston Community College students are expected to dress appropriately at all times, and their dress should not be distracting to the educational environment. Students are not allowed in any campus facility without shoes and shirts.

Students should be advised that certain program specific apparel or protective equipment requirements exist. Explanation of these requirements will be explained during program orientation or at the start of the semester. Students in violation of dress policies which create a health or safety issue may be subject to corrective action, including removal from the setting.

Students’ overall personal appearance must reflect cleanliness and good grooming. If a student’s dress or hygiene interferes with the learning process, the student’s instructor will counsel the student. Repeat offenses will result in referral to the CARE Team.

**SECURITY AND EMERGENCIES**

Johnston Community College encourages all students and employees to report emergencies and/or criminal actions. If the emergency or criminal action involves personal injury or damage, security personnel and the vice president of student services should be notified immediately. If the emergency or criminal action involves injury to property or buildings, the vice president of administrative services should be notified immediately. The vice president of student services and vice president of administrative services are responsible for responding to emergencies and criminal actions. In their absence, other college vice presidents are responsible for responding to any emergency in their areas.

The administration attempts to provide a safe, secure educational environment for all students and employees. Security guards are on duty at nights and on weekends. The security guards provided by the College have no law enforcement powers and contact the Smithfield Police Department as needed. The College also contracts with the Smithfield Police Department to provide police authority on campus and officers have full law enforcement powers.

Campus safety information is presented at new student orientation. Information regarding drug and alcohol abuse is covered under a separate drug and alcohol policy in the Student Development Services section of this catalog and on the College Web site.

In accordance with the Crime Awareness and Campus Security Act of 1990, information pertaining to the number and type of criminal actions occurring on campus is collected by the vice president of student services and the vice president of administrative services and compiled annually. It is housed in the Student Services Office and is provided to students and employees through publications, including the Annual Security Report, the College Web site, email correspondence, and other media. A copy of the report may be obtained from the Office of the Vice President of Student Services. Also, the Annual Security Report can be found on the College’s Web site at [http://www.johnstoncc.edu](http://www.johnstoncc.edu).

**INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY**

**General Policy**

Faculty, staff, and students shall be expected to be responsible for proper behavior with regard to use of the College’s computer network and computing resources, and given that communications on the network are often public in nature.

The computer network shall be provided for faculty and students to conduct research and for communications.

Access to the computer network shall be considered a privilege, not a right. Access entails responsibility, and access to network services shall be provided to employees and students who agree to act in a considerate and responsible manner.

Individual users of the College’s computer network shall be responsible for their behavior and for communications over the network. Users shall be expected to comply with the College’s standards and honor all agreements.

Computer network storage areas shall be treated as public space, and network administrators shall be authorized to review computer files and communications to maintain system integrity and ensure that users are using the system responsibly.
Policy Provisions
Rules/Sanctions for Computer Use
The following computer uses shall not be permitted, and violations may result in a loss of access, and as applicable, the involvement of law enforcement agencies and potential prosecution:

1. Sending or displaying legally obscene messages or images;
2. Using legally obscene language;
3. Severe or pervasive harassing behavior;
4. Damaging computers, computer systems, or computer networks;
5. Violating copyright laws;
6. Using the passwords or identities of others;
7. Trespassing in the folders, work, or files of others;
8. Intentionally wasting limited resources; and
9. Employing the network for commercial purposes.

Acceptable Use
Given that the College considers access to its computer resources a privilege, which may be limited or forfeited by abuse, misuse or violations, users shall be expected to comply with the following conditions:

1. Compliance with all federal and state laws pertaining to copyright, privacy and confidentiality and regarding transmission of illegal, harassing or obscene materials;
2. Use of the computer only for educational, instructional, and administrative purposes;
3. Use of the computer in a manner that does not impede access by other authorized users by unnecessarily tying up the network resources or disrupting the use of the network;
4. Demonstration of respect for other users, both College users and users who can be reached through network connections, by adhering to proper network etiquette; and
5. Demonstration of respect for the integrity of the computer system and all networks by operating the system properly;
6. Use of computing resources and access accounts only for the purpose assigned and not for commercial purposes or non-college related activities;
7. Responsible use of assigned accounts, including password protection and Internet resources – allowing friends, family, or co-workers to use an account shall be deemed a serious use violation;
8. Use that does not damage or disrupt hardware or communication such as virus creation and propagation, wasting system resources, or overloading networks;
9. Use that does not create, display, transmit, or make accessible, threatening, legally obscene, pornographic, or severe or pervasive harassing language and/or materials; and
10. Use that does not broadcast unsolicited messages or unwanted e-mail.

*PEER-TO-PEER FILE SHARING POLICY*
Johnston Community College maintains a campus network to support and enhance the academic and administrative needs of our students, faculty, staff and other campus users. The College is required by Federal Law – H.R. 4137, Higher Education Opportunity Act (HEOA) – to make an annual disclosure informing students that illegal distribution of copyrighted materials may lead to civil and/or criminal penalties. Also, the HEOA requires institutions to take steps to combat and disclose its policies and sanctions for copyright infringement. The College must certify to the Secretary of Education that a policy is in place. Finally, the HEOA requires the College to provide alternatives to illegal file sharing. All users are encouraged to check the list of “Alternatives to Illegal Downloading”, [http://www.educuse.edu/node/645/tid/33381?time=1263330285](http://www.educuse.edu/node/645/tid/33381?time=1263330285).

Although the HEOA makes reference only to students using Peer-to-Peer (P2P), this policy applies to all Johnston Community College network users. The College reserves the right to suspend or terminate network access to any campus user. Likewise, network access may be suspended if any use is impacting the operations of the network. Violations may be reported to appropriate authorities for criminal or civil prosecution.

*Annual Disclosure*
Johnston Community College computers and wireless access will require users to click okay to agreeing with our acceptable use policy which references copyright violations. Each semester a reminder of these policies will be sent to student, faculty, and staff e-mail accounts. This information is also referenced in the *Johnston Community College Student Handbook*.

*Plans to “Effectively Combat” the Unauthorized Distribution of Copyrighted Material*
Johnston Community College currently employs bandwidth-shaping technology to prioritize network traffic. The College limits the amount of bandwidth available to P2P applications but does not filter such applications since much of the traffic is legal.

*Offering Alternatives to Illegal File Sharing*
Both the Recording Industry Association of America (RIAA) and the Motion Picture Association of America (MPAA) have Web sites that list legal alternatives to illegal P2P. Some of the more popular alternatives include:

**Music**
- iTunes
- SpiralFrog
- Pandora
- AmazonMP3

**Movies and Television**
- iTunes
- Hulu
- Netflix Watch Instantly
- Major Television Network Web Sites

For more information on legal alternatives, please visit:

*INTELLECTUAL PROPERTY POLICY*
Johnston Community College seeks to provide an environment that supports the teaching, learning.
scholarship, and creativity of its students, faculty, and staff. Within this context, the College has adopted a policy that addresses the ownership of materials, compensation and copyright issues, and the use of revenue from the creation and production of all intellectual property that applies to students, faculty, and staff. The Intellectual Property Policy was approved by the Johnston Community College Board of Trustees and is published in the *Personnel Policies and Procedures Manual* (PM 2.14). The policy is also available to faculty, staff, and students on the College’s Web site at [www.johnstoncc.edu](http://www.johnstoncc.edu) and in hard copy in Student Services or Human Resources.
ACADEMIC REGULATIONS

Johnston Community College exists to provide for the fullest possible development of each person who enters its open door to learn. The policies, programs of study, and regulations of the College are directed toward this objective.

The College expects each student to make significant academic progress toward his or her chosen educational goal and is committed to making this objective possible for all students. At the end of each semester, final course grades are issued and an assessment is made of the student’s academic progress. Satisfactory progress is defined in this section of the catalog under the heading Academic Progress.

THE SEMESTER SYSTEM

The College operates on the semester system. Fall and spring semesters are typically 16 weeks in length. Summer may be a shorter session (typically a 8-week session).

Classes normally meet 50 minutes per instructional hour with a 10-minute break between classes. The number of times per week that a class meets is determined by the number of semester hours credit prescribed in the curriculum and is indicated in the semester class schedule.

Semester hours of credit are awarded as follows: one semester hour of credit for each hour per week of class lecture, one semester hour of credit for each two or three hours per week of laboratory work or clinical experience, manipulative laboratory training, or shop practice.

REGISTRATION

Students pursuing degree, diploma, and certificate programs typically register and are enrolled at the beginning of a semester. Students wishing to take fast track courses in selected programs that are scheduled to start after the beginning of a semester may register and be enrolled for those courses prior to the starting date. Generally, students begin their program of study in the fall semester. However, entrance at the beginning of other semesters is possible when the curriculum and class schedule permit.

Students may register for certain courses to be taken in evening hours on a modified basis, as provided for in curriculum outlines and course descriptions.

All students are expected to register during the time scheduled for that purpose. Semester registration dates are published in the academic calendar and announced prior to each semester.

Entering curriculum students must be accepted for admission by the director of admissions and counseling before beginning the registration process. Each student is assigned a faculty advisor, or assigned to the Center for Academic Planning (CAP), who assists the student in planning a program of study. The faculty advisor or CAP must approve the student’s proposed class schedule each semester prior to registration.

Continuing Education Registration

Information regarding registration for continuing education courses may be found in the Continuing Education section of this catalog.

Course Load and Classification

Each student is responsible for being familiar with the requirements of the program of study that the student is pursuing and for keeping account of progress toward completion of graduation requirements.

Class schedules and course loads should be carefully planned by the student in consultation with the faculty advisor. The student is expected to be familiar with all regulations set forth in the catalog. Copies are available in the Student Services Office.

A full-time curriculum student is one who is carrying a minimum course load of 12 semester hours in a degree, diploma, or certificate program. The normal load for typical full-time students generally varies between 15 and 21 semester hours. A part-time student is one who is carrying a course load of less than 12 hours.

A student who desires to register for course work in excess of 21 credit hours (excluding fast track courses), must present a written recommendation from the faculty advisor and secure the approval of the vice president of instruction.

Students who have completed 31 or less credit hours are classified as first-year students. Those who have completed 32 or more credit hours are classified as second-year students.

Persons who wish to enroll for a special educational objective not specifically provided for in an established curriculum may be admitted and classified as special students. Special students are required to pay tuition and fees. Exceptions must be approved by the vice president of student services.

Credit Hour Load Policy for Visiting Students

Any student attending a community college shall not enroll in more than 21 credit hours per semester without prior approval of the home college. Any student enrolled in two or more colleges concurrently during a semester shall give each college complete enrollment information including: the name of each college enrolled, the number of credit hours taken, the class schedule, and other relevant information.

Any student who exceeds 21 credit hours during a semester without prior approval of the home college or fails to give complete and accurate enrollment information shall be prohibited from taking courses at any community college for one academic year.

Schedule Adjustments and Withdrawals

Registered students may add a class during the published drop/add period. The student must secure the faculty advisor’s approval on a drop/add form before the change can be made official in the Registrar’s Office.

Warning: All drop/add transactions must be completed in one process. If a student changes or drops a class after
the semester has begun, the system refunds 75 percent of the tuition up to the 10-percent census date of the class. If a student adds a class at another time (not during the same computer transaction as the drop), instead of a net zero, his or her account reflects the 75-percent refund and a 100-percent charge for the new class. The result is an additional 25 percent of the class tuition.

A. Once a student has officially enrolled in a class and paid the tuition and fees, the student shall maintain membership in said class, until one of the following occurs:
1. Student Withdrawal – he or she officially withdraws and the action is effective as of that date.
2. Instructor Withdrawal
   a. He or she stops attending class. Students who exceed the instructor's attendance policy may be dropped from the class roll because of excessive absences.
   b. He or she fails to attend class prior to the 10-percent point of any term (census date). This constitutes administrative withdrawal (Never Attended) and is effective as of the first day of the class. A grade of "NA" will be assigned.

B. A student may drop a class with the following results: A student may drop as late as the 65-percent date of the term without a grade penalty as long as the instructor has not already dropped the student because of excessive absences. The transcript will indicate a "WD." (No withdrawals are accepted for processing after the established date to drop without grade penalty for that term without extenuating circumstances and must be signed by the dean or vice president. Withdrawals after the established date in the academic calendar are handled on a case-by-case basis.)

C. A student who is considering withdrawal from a course(s) or from the College is strongly encouraged first to consult the instructor(s) and his or her faculty advisor. A student who wishes to withdraw must complete a drop/add form, have it signed by the instructor and present it to the registrar before an official withdrawal can be recorded. Students who fail to comply with this procedure are considered to have withdrawn unofficially, considered not in good standing with the College, and receive a grade of "WF."

D. A student who withdraws or drops from any portion of a course (classroom, lab, clinic, or shop) will be dropped from the entire course.

E. All course changes must be in accordance with the academic calendar.

F. Students who receive financial aid or VA educational benefits should consult with personnel in those offices before dropping classes or withdrawing from the College.

Administrative Withdrawal
Students whose emotional and/or psychological distress or substance use is so severe that they are unable to adequately participate in the academic environment, present a danger to self or others, are unable to adequately care for themselves, or are engaging in substance abuse requiring extensive treatment or hospitalization may be involuntarily withdrawn from the College. An administrative withdrawal constitutes a complete withdrawal from all courses, and a grade of "WD" is recorded on the academic transcript. Administratively withdrawn students may not seek counseling or other support services from the College after withdrawal. Tuition refunds for administrative withdrawals will be considered according to the College's refund policy.

STUDENT SUCCESS

All students in diploma and associate degree programs are required to complete a student success course to graduate from the College. The course is designed to help incoming students learn and adjust to the academic and social environment of the College. Students are strongly advised to register for this course during their first semester at the College.

In this course, the various services provided at the College are explained. The policies and procedures of the College are also discussed. Special emphasis is placed on study skills and personal development essential for success.

Students will take ACA 111, ACA 122 or HSC 110 as their orientation course. During the admissions interview with a counselor, students will receive a Course Assignment Sheet indicating which orientation course(s) they are required to take.

The College offers an orientation program for new students prior to beginning classes. Orientation introduces students to the College's academic programs, campus locations, facilities, resources, and services. Additionally, policies and procedures of the College are discussed. Students receive information about orientation after completing the admissions process.

THE ACADEMIC SKILLS CENTER

The Academic Skills Center provides instruction, academic support, guidance, and resources to students enrolled at Johnston Community College. Particular focus is given to students who wish to improve their skills in reading, English, and math. The center's experienced and knowledgeable staff work closely with students to help ensure they are learning the basic skills needed to academically succeed.

The center offers lab instruction, academic workshops, computer tutoring, a resource library of subject specific texts and workbooks, and other academic material. The center is also a quiet place to study.

The Academic Skills Center's goal is to provide high quality academic support services to currently enrolled Johnston Community College students. As such, the center provides group and individual tutoring at no cost. Tutoring is provided by peer and professional tutors and is available in most subject areas. The center also offers online tutorial services available 24/7.

Supplemental instruction through demonstration, explaining, clarification, modeling, etc. Tutoring sessions
do not replace class instruction or reading the text but do offer reinforcement. Sessions are scheduled for one hour. Tutors will complement a student's work, reinforce student learning, provide hints and suggestions for learning the material, and review with students.

**WRITING STUDIO**

The Writing Studio is an informal, supportive place to produce and revise academic writing assignments and digital publications such as blogs and other social media. Additionally, students can prepare college and career applications, essays, and career search documents. The Writing Studio provides collaborative group sessions, individual mentoring sessions, workshops for students and faculty, faculty consultations, and the opportunity for qualified students to become peer mentors.

The Writing Studio is staffed by a writing specialist and students may schedule appointments or have walk-in assistance during scheduled studio hours.

**THE CENTER FOR ACADEMIC PLANNING (CAP)**

The Center for Academic Planning or CAP is an advising center which serves any students enrolled in associate of arts, associate of sciences, associate in general education, and non-matriculated special interest students.

The CAP advisors assist students with academic program development and planning, understanding academic policies, graduation standards, and course registration preparation. The CAP is primarily staffed by faculty advisors so appointments are necessary. Students may schedule appointments through the online advising system, by phone, or in the CAP.

Students interested in transferring to a four-year college or university should also visit the CAP. Transfer information, such as course transfer equivalencies and college pathways are located in the CAP. Computers are also available for students to complete online applications and to research four-year institutions.

**CHANGES OF PROGRAM**

Students are permitted to change from one program of study to another program in accordance with changes in their educational and career objectives. A student who wishes to change from one program to another is required to consult with a counselor concerning his or her proposed educational plans and to secure approval from the Admissions Office.

Changes of program should be initiated before the beginning of the semester. However, if the change of program form is submitted the first 10 days of the current semester, the program will be changed immediately. After the first 10 days, the program of study will take affect the following semester. Counseling is provided to assist the student in educational and career planning. Curriculum courses previously passed are evaluated for purposes of transfer credit to the student's new program of study. Previously earned credit hours approved for transfer are granted toward completion of graduation requirements for the new program of study.

**ATTENDANCE REGULATION**

All students must enter class prior to the class 10-percent date, which is the date set by the state for reporting purposes. Students who fail to attend by this date will be dropped from the class roll. Regular and punctual attendance is expected of all students in order for them to achieve their potential in class and to develop desirable personal traits necessary to succeed in employment.

Since course content and teaching methods vary, each instructor will determine its own requirements for attendance. Attendance requirements for each class will be printed in the course syllabus, which will be distributed the first week of class. Class attendance is calculated from the first scheduled class meeting to the last. Late arrivals and/or early departures may count toward total absences.

Students enrolled in distance education classes must demonstrate virtual "attendance". As with face-to-face classes, each instructor will determine its own requirements for attendance. Attendance requirements for each class will be printed in the course syllabus. Attendance may be determined by a variety of activities such as number of discussion posts, quizzes completed, etc.

If a student is dropped by an instructor due to excessive absences, a grade of "WF" will be issued and calculated in his or her grade point average and could affect his or her financial aid. A student may be dropped by an instructor due to excessive absences at any time during the semester, including that time period before the date designated each semester as the last day a student can drop without grade penalty. The student must obtain the permission of the instructor to reenter class. If this request is denied, the student may petition the director/dean for reinstatement. If the dean denies the request, the vice president of instruction will make the final ruling on the decision.

Students who choose to participate in College-related activities such as SGA or athletics must adhere to the attendance policy. Students are responsible for informing their instructors in advance of absences and are expected to make arrangements for making up work missed. In such cases, upon approval of the instructor, class time missed will not be counted as absences provided the students are otherwise in good academic standing (2.0 cumulative GPA).

**Religious or Solemn Observance Policy**

Johnston Community College authorizes two excused absences from classes each academic year for religious or solemn observances. For the purposes of this policy, an academic year begins on the first day of fall classes in August and ends on the last day of summer classes in July each year.

Students requesting absence from class for religious or solemn observance must complete the Religious or Solemn Observance Absence Request Form and obtain instructor approval at least two weeks prior to the date of the absence. Students who miss class for religious or solemn observance will be granted the opportunity to make up work missed due to the absence.
**GRADING SYSTEM**

**Grading Policy**

Johnston Community College students earn grades for classes in accordance with criteria set forth in course syllabi. The instructor of record assigns grades at the end of each semester utilizing the grading system. All grades are final and are not subject to change unless an error in calculation occurs. Any student who is concerned that the grade is erroneous should consult with the instructor within one semester after the grade is earned. Any further grade appeal should be made to the dean and if necessary to the vice president of instruction whose decision is final.

Final course grades are issued to the student at the end of each semester in accordance with the following grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**I** Incomplete temporarily for the duration of the following semester or summer session. Credit hours attempted are not counted in the present semester in computing the grade point average. If a passing grade is not achieved during the following semester, the grade of “I” automatically becomes “F” and credit hours attempted for the course are counted in computing the GPA.

**WD** Officially withdrew by the 65-percent point of the semester. Credit hours attempted are not counted in computing the GPA. No withdrawals are accepted for processing after the 65-percent point of the semester without extenuating circumstances and must be signed by the dean or vice president. Withdrawals after the 65-percent point of the semester are handled on a case-by-case basis.

**WF** Withdraw failing occurs if the student exceeds the number of absences specified by the attendance requirement and is dropped by the instructor. Credit hours attempted are counted in computing the GPA. Also, students who withdraw after the 65-percent point would get a WF without extenuating circumstances.

**CR** Credit by proficiency examination. Courses on which this grade is earned are not included in the GPA.

**AU** Audit. Course taken for noncredit purposes. Students auditing courses must meet the attendance regulation to continue in class.

**NA** Never attended. Non-penalty grade.

**EL** Credit by Experience.

**P** Passed (for developmental courses only)

**R** Re-enroll (for developmental courses only)

**Removal of “I” Grades**

The grade of “I,” meaning course work is temporarily incomplete, may be removed by completing all work assigned by the instructor. It is the responsibility of the student to make arrangements with the instructor to accomplish the required work needed to remove the “I” grade. If the student satisfactorily completes the required work during the semester or summer session immediately following receipt of the “I” grade, the instructor assigns a permanent passing grade. Otherwise, the “I” grade automatically becomes a grade of “F” for purposes of the student’s record and cumulative GPA.

**Final Grades**

Final grades will be available through WebAdvisor to students at the end of each academic term. Grade reports are no longer printed and mailed to students.

**Minimum Class Size**

All classes will be expected to have a minimum number of 10 students. Exceptions to this policy may occur when it is determined by the vice president of instruction that offering a small class is in the best interest of the students or the community.

**Course Repetition**

A student may be permitted to enroll in a curriculum course up to three times for credit, in order to improve a grade or replace a withdrawal grade.

All course grades, including the record of an audit and credit hours attempted, shall appear on the student’s official transcript, and shall be utilized in determining eligibility for financial aid; only the higher grade shall be used for computing total credit hours attempted, total grade points earned and GPA.

Exceptions to this policy may be made with prior approval by the vice president of instruction. This policy does not apply to developmental courses.

Certain regulations may prohibit veterans and other financial aid recipients from receiving financial aid for courses previously passed. The student shall be responsible for determining status in regard to financial aid.

**Administrative Procedure for Course Repetition**

1. The Course Repetition Request Form should be initiated by the advisor when the student asks to repeat a course for the third or more time.

2. The form will then be sent to the dean and vice president of instruction for review.

3. The form will then be routed to the Office of Enrollment and Student Success for academic monitoring for the semester.

4. The approved form will then be sent to the registrar for comment and record keeping, including FTE recalculation.

5. Early detection reports will be created by the JCC Registrar’s Office that identifies students who have repeated a course more than three times and were not caught by the advising process. These students will be contacted...
and will be required to go through the form approval process in order to continue the coursework.

6. The XPAE report will be completed by the registrar once the semester grades have been turned in. This report will be compared with completed course repetition forms to ensure all forms have been processed.

Auditing
To audit, a student must register for the course and pay regular tuition. The last date to register to audit a course is the last day of the late registration period, as specified in the academic calendar.

Students who audit courses must abide by the College attendance regulation and are encouraged to take tests and to participate in class discussion, but are not required to do so.

A grade of “AU” is given for record purposes.

Advanced Placement Credit
Johnston Community College participates in the Advanced Placement (AP) program. An AP credit schedule is available on the JCC Web site.

Credit by Examination
Course credit for proficiencies previously developed by the student may be earned by examination. A student who wishes to challenge a course may apply to take a proficiency examination covering the content of the course. Examinations may be arranged to document proficiencies previously developed through employment, military service, secondary education, post secondary non-accredited schools, or correspondence schools.

To earn credit by proficiency examination the student must:

1. Not have previously attempted the course for which credit by examination is being sought.
2. Submit the prescribed application for approval to seek credit by examination.
3. Register for the course and pay appropriate tuition and fees as may be required.
4. Demonstrate to the satisfaction of the appropriate faculty member that sufficient justification exists to warrant approval of the request for the examination.
5. Secure written approval from the instructor and the dean to take the examination.
6. Be sure that for any course(s) which the student has registered at the beginning of the semester and has attended classes, credit by examination must be gained within the first 10 percent of the semester.
7. Arrange an appropriate time at the convenience of the instructor to take the examination. The student is allowed one opportunity to take a proficiency examination for credit in any given course.

The grade of “CR” (credit by proficiency examination) is the official grade used by the instructor to report successful completion of a proficiency examination. To earn credit by examination, a student must achieve a score equivalent to not less than “C” on the examination. There is no penalty or grade of record for an unsatisfactory grade on a proficiency examination. Courses on which the grade of “CR” is earned are not included in the calculation of the student’s GPA.

Credit by Experience
The granting of curriculum credit for nontraditional educational experiences will be considered upon receipt of appropriate official documentation by the vice president of instruction. The vice president of instruction will evaluate the documentation to determine the applicability to the student's educational program. Transfer credit for nontraditional work from an accredited institution is limited to no more than 50 percent of an associate degree, diploma, or certificate requirements. The student will receive written notification of credit awarded on the transfer credit evaluation form.

Curriculum credit for proficiencies developed through various nontraditional learning activities may also be earned as described in the credit by examination policy. Curriculum credit may be granted for courses that have been passed by appropriate examination of the Advanced Placement program (AP), the College Level Examination Program (CLEP), and the Defense Activity for Non-Traditional Education Support (DANTES). Credit will be allowed for AP scores of three and above. CLEP and DANTES test scores must meet American Council on Education (ACE) minimum recommendations.

1. The student must document a specific work experience or skill that coincides with the skills and tasks required in a particular course.
2. The dean shall evaluate the documented training and/or experiences which may require a demonstration of one's ability. Experiences shall be approved by the instructor, director of programs, dean, and vice president of instruction, using the Request of Credit by Experience form.
3. Veterans may apply credit for training received under the armed forces college training programs and some specialized and technical training completed under the auspices of the armed forces. Appropriate documentation must be provided.
4. The approved credit recommendation should be submitted to the Registrar's Office.
5. The registrar will record a symbol of “EL” on the transcript with credit hours; however, no grade points will be assigned.
6. Documentation of experience shall be kept on file for five years in the Registrar's Office.

North Carolina High School to Community College Articulation Agreement
Through an agreement between the North Carolina Department of Public Instruction and the North Carolina Community College System, high school graduates are eligible to receive Johnston Community College credit for certain upper level career and technical courses upon presentation and evaluation of a high school transcript. Credit will only be given for courses that are required in a student's program of study. The following criteria will
be used to award college credit for identified high school courses:

1. Final grade of B or higher in the course, and;
2. Minimum score or higher on the standardized CTE post-assessment as set forth in the statewide articulation agreement, and;
3. Students must enroll at the community college within two years of their high school graduation date.

High school students who enroll in Career and College Promise pathway may earn articulation college credit as described in the articulation agreement while enrolled in high school if the CTE articulated credit is part of their Career and College Promise pathway.

Any student wishing to receive credit should submit an official high school transcript and all official standardized CTE post-assessment scores. A college counselor will complete a transcript evaluation during the admissions interview.

Military Service Training
Military service school records may be submitted for transfer credit consideration. Service school diplomas, Army/ACE Registry Transcript System (AARTS) Transcripts, and Military Occupational Specialty (MOS) Evaluation Score Reports are accepted for transfer credit evaluation. Military service experiences are evaluated using American Council on Education (ACE) recommendations.

Grade Point Average
The cumulative grade point average is computed by dividing the grade points earned by the hours attempted. For example, 38 grade points are divided by 20 semester hours attempted to equal a 1.90 cumulative GPA.

When a course is repeated, the highest grade earned is included in the computation of the student's cumulative GPA.

President's List
The College recognizes outstanding achievement each semester by publication of the president's list. The president's list is made up of students who have a minimum of nine completed credit hours in a semester (excluding developmental courses) and have achieved a semester GPA of 4.0.

Dean's List
The College recognizes outstanding academic achievement each semester by publication of the dean's list. The dean's list is made up of students who have a minimum of nine completed credit hours in a semester (excluding developmental courses) and have achieved a minimum 3.5 semester GPA.

Forgiveness Policy
A student who has not been enrolled in curriculum courses in the College for 36 consecutive months may request the registrar to reevaluate his/her academic record. Under this policy, the student may request that his or her previous grade(s) of “F” not be used in calculating the cumulative GPA. Prior to the reevaluation, the student must be readmitted to the College, register for courses, and complete at least 12 credit hours of course work with a minimum GPA of 2.0. The registrar, at the request of the student, will reevaluate his or her cumulative GPA as appropriate. A reevaluation is provided only once for each student.

ACADEMIC PROGRESS

Each student enrolled in a degree, diploma, or certificate program is expected to maintain satisfactory progress toward completion of requirements for the degree, diploma, or certificate. At the end of each semester, the student's semester GPA and cumulative GPA will be reviewed.

To be considered making satisfactory academic progress, a student must maintain at least a 2.0 cumulative GPA related to the number of credit hours attempted.

Cumulative grade point average will be used to determine each student's academic progress and status at the College. This average is applicable also for purposes of certification to the Veterans Administration; Social Security Administration; State Division of Vocational Rehabilitation Services; student grants, loans, scholarships, other college financial aid; and other public and private agencies authorized to receive this information.

Additional academic progress standards are required for students who are receiving financial aid. This information may be found in the Student Development Services section of this catalog under the Financial Aid heading.

Academic Warning, Probation and Suspension
A student is considered to be making unsatisfactory academic progress when his/her cumulative grade point average falls below 2.0. Students may be placed on warning as early as their second semester. If a student falls below this mark, he or she will be notified once the semester ends that he or she is to be placed on academic warning, academic probation or academic suspension. This notification will outline the consequences of the student's low GPA, provide resources for improvement, and set benchmarks for the upcoming semester.

Academic Warning:
The first semester that a student's cumulative GPA falls below a 2.0, the student will receive an academic warning. Students who have been placed on academic warning will receive e-mail notification from the vice president of student services at their college-issued e-mail address. In addition, students will receive a list of recommended services as well as resources on campus.

Academic Probation:
The second successive semester that a student's cumulative GPA falls below a 2.0, the student will be placed on probation. While on academic probation, the student will be limited by WebAdvisor to registering for no more than 12 credit hours. An exception to the credit hour limitation requires the approval of the department dean. Students will also be required to meet with the director of student success to develop an academic success plan. Students who have been placed on academic probation will receive an e-mail notification from the vice president of student services at their college-issued e-mail address. Academic
probation will be posted to the student’s official transcript.

**Academic Suspension:**
A third successive semester that the student’s cumulative GPA falls below 2.0, the student will be suspended for one semester. A student who has been informed of academic suspension may submit an appeal to the director of enrollment and student success, or designee, for reconsideration. If granted readmission, the student will consult with the director in creating an action plan for academic improvement which will include a restricted course load of no more than eight hours. The student will have the approved schedule entered by the Registrar’s Office.

A student, who is reinstated after an appeal or after the suspension period, must achieve a semester average GPA of 2.0 or better for the semester of reinstatement and must continue to receive at least a 2.0 GPA in each subsequent semester of attendance. The student will remain on probation until their cumulative GPA reaches 2.0 at which time the probation status will be removed. Failure to attain a 2.0 semester GPA until the cumulative GPA reaches a 2.0 results in suspension of one semester. Academic suspension will be posted to the student’s official transcript.

**Reinstatement Process for Students Not Appealing Academic Suspension:**
Students who choose not to appeal their academic standing may request reinstatement for a future term (after sitting out one term of suspension) by submitting a reinstatement request to the director of enrollment and student success. In order for reinstatement to be considered, students must meet with the director to develop an academic success action plan. Requests for reinstatement must be received one month prior to the start date of the term for which the student wants to re-enroll. Requests will be reviewed by the Student Success Committee. The student will be notified via e-mail of the committee’s decision and any conditions related to the re-enrollment.

Academic warning, probation and suspension are not associated with financial aid eligibility. Please see the Satisfactory Academic Progress section of this catalog for information about financial aid eligibility and academic performance.

**ACADEMIC DISMISSAL – BLET/HEALTH PROGRAMS**
A student whose academic progress does not meet established program requirements may be academically dismissed from the program. The following program requirements are also published in the departmental handbooks and students are made aware of these policies prior to enrollment.

**Basic Law Enforcement Training Program**
Students must achieve a minimum score of 70 percent of each end-of-block test. All students must satisfactorily complete the physical conditioning requirements.

**Health Programs**
Students in the associate degree nursing, cardiac and vascular sonography, computed tomography and magnetic resonance imaging technology, emergency medical services, medical assisting, medical sonography, nuclear medicine technology, pharmacy technology, radiography, and therapeutic massage programs are required to attain a minimum grade of “C” on all the major courses and general education courses (as applicable to the program) in order to progress in the program of study. In addition, each student must demonstrate satisfactory clinical skills.

**CATALOG OF RECORD**
The Johnston Community College Catalog that is current when the student enrolls in the College is the catalog of record. A student who is in continuous attendance, except for summer term, may graduate under provisions of his or her catalog of record, or a subsequent issue. A student who is not enrolled for a period of two consecutive semesters must graduate under the provisions of the catalog in effect on his or her last reentry date or a subsequent issue.

A student who changes his or her program of study will come under the provisions of the catalog in effect at the time of the change or a subsequent issue.

**DEGREES, DIPLOMAS, AND CERTIFICATES**
The associate in applied science degree is awarded to students who complete a two-year technical education program.

The associate in arts, associate in general education and associate in science, is granted to students who complete the two-year college transfer program.

The College awards certificates for completion of other courses of study.

**Award of Additional Associate Degrees or Diplomas**
The College may award an additional degree or diploma to the student who has completed all required and elective courses specified for each additional program of study. A student shall be given credit for having completed courses in a degree or diploma program if they are the same courses previously taken and satisfactorily completed in another degree or diploma program.

It shall be the joint responsibility of the vice president and dean to determine elective courses acceptable for transfer credit.

**Changes in Curricula**
During a period of transition following curriculum revision, students currently enrolled may select either the old or new curriculum as their basis for meeting graduation requirements. Course substitutions are subject to approval of the department head and the vice president.

Students who have not attended for two or more consecutive semesters and apply for readmission to a curriculum following curriculum revision must meet the new requirements for graduation, as outlined in the current or amended catalog.

**GRADUATION REQUIREMENTS**
To be eligible for graduation from an associate degree, diploma, or certificate program, the student must meet the following requirements:
• Have passed all courses specified and required in the student’s chosen program of study.
• Have earned a minimum cumulative GPA of 2.0 on all courses attempted at the College.
• Have taken and passed at least one fourth (25 percent) of the courses required in the program at Johnston Community College. It is anticipated that the final 15 semester credit hours be completed at the College.
• Have paid all financial obligations owed to the College.
• Have filed with the Registrar’s Office an application to graduate by the published deadline for student’s final semester.

CORE COMPETENCIES

Every individual needs common knowledge, skills, and attitudes to be effective as a person, a worker, a consumer, and a citizen. Johnston Community College has defined core competencies as listed below. Graduates of all associate degree and diploma programs are expected to be able to demonstrate these competencies.

Communicate
• Speak and write clearly and effectively
• Read, comprehend, and follow directions
• Listen effectively
• Organize and deliver an oral presentation
• Identify self strengths and needs for improvement as communicator

Think
• Analyze information
• Identify solutions
• Make logical decisions
• Solve problems
• Be creative

Perform
• Interpret numerical data
• Manipulate data logically
• Demonstrate basic computer skills
• Apply occupational technical skills
• Recognize the impact of technology

Value
• Appreciate diversity
• Interact effectively
• Adapt to change
• Demonstrate responsible citizenship
• Express an awareness of historical and global perspective

AWARDS

Academic Excellence Awards
Academic Excellence awards recipients are nominated by faculty or staff and selected on the basis of selected academic criteria. The recipient(s) is recognized at the North Carolina Community College System Office for their academic achievements.

President’s Award
The President’s Award may be given to the student selected as most outstanding in scholastic achievement and leadership qualities. The Student Advisory Committee makes the selection from nominees submitted by faculty and staff. A plaque is presented to the recipient of the award at graduation.

Citizenship Award
The Citizenship Award may be presented to a graduating student who is selected on the basis of leadership, service to fellow students, and participation in extracurricular activities. Nominees shall be submitted by faculty and staff members, and the Student Advisory Committee shall make the selection. The recipient shall be presented a plaque at commencement exercises.

Distinguished Service Award
The Distinguished Service Award may be presented to a student who has shown outstanding leadership in both school and community activities beyond the scope of the other awards. The selection is made by a majority vote of the Administrative Council and may not be awarded every year.

Student Government Service Award
The Student Government Service Award may be given each year by the Student Government Association to the student who has rendered the most outstanding service to his or her fellow students.
THE LIBRARY

The primary purpose of the library at Johnston Community College is to provide materials and services to advance the educational goals and objectives of the College. The library provides resources for an expansive variety of subject areas, including resources to serve the avocational and general interests and needs of the students, faculty, staff, and other interested citizens of Johnston County and surrounding areas.

Resources

The collection includes a “storehouse” of many types of media—print and non-print—selected to support and enrich the curriculum areas offered by the College. The collection, which continues to expand, is designed to serve students, faculty, and staff as well as the community at large.

1. The library's catalog is available online via the College's Web site. Through its membership in CCLINC (Community College Libraries in North Carolina) Consortium, the JCC library supports patron access to a shared catalog with the combined holdings of almost 50 North Carolina community colleges. The CCLINC library cooperative is third in size among the libraries of publicly funded institutions of higher education in North Carolina.

2. Facility resources in the library include a 27 station open computer lab offering black and white and color printing, four group study rooms, a viewing and listening room with multi-media production station, a North Carolina archives and local history room and a children's area. A 31-station computer classroom is also available for library instruction and research-related activities. Terms of use and reservations are accessible at the circulation desk or by contacting the library at (919) 464-2251.

3. The Library Web site provides access to the following electronic resources:
   - A.D.A.M. Interactive Anatomy
   - Bloom's Literary Reference Online
   - Credo Reference
   - ebrary
   - Films on Demand
   - History Study Center
   - Literature Resource Center
   - Opposing Viewpoints in Context
   - Proquest Set for Science
   - STAT!Ref
   - Writer's Reference Center

4. NC LIVE, an online electronic resource provided by the state of North Carolina, is available through the library Web site. NC Live currently offers free online access to eBooks, audio books, videos, and full text articles from several thousand newspapers, journals and magazines. Extensive test preparation exercises and practice tests are also available.

5. Remote access to all electronic resources, including NC Live is available to currently enrolled students at Johnston Community College or employees of the College. It is necessary to proceed through the library Web site to the eResources page and utilize one's Webadvisor (Blackboard) username and password to gain access.

6. In order to maintain an atmosphere conducive to study and research, cell phones must be placed on vibrate when entering the library. Food and drink is not allowed.

DISTANCE EDUCATION

Jaguar Office of Learning Technologies (JOLT) expands learning opportunities by promoting the use of nontraditional delivery methods. Johnston Community College offers a variety of quality courses through various nontraditional delivery methods to meet the needs of a growing diverse population of learners. Each distance education course is equivalent to the on-campus sections of the same course in terms of objectives, contact, rigor, and transferability. Students may choose to take Internet-based, hybrid, Web-enhanced, or interactive television (ITV) courses. Although the nontraditional methods of instruction offer a high degree of flexibility, they do require self-motivated and self-disciplined students.

Internet-based Courses

The College offers a variety of courses that are computer-based and use the Internet as the main method of delivery. Students enrolled in Internet-based courses communicate with their instructor(s) and other students by e-mail, provided by JCC and through JCC's course management system, Blackboard.

Instructors use a variety of resources including textbooks, study guides, Internet sites, and personally designed materials that supplement their instruction.

Students who wish to take an Internet-based/online course at Johnston Community College should have access to a reliable computer with Internet.

Before enrolling in an Internet-based or online course, the student should be very comfortable demonstrating the following competencies:
   - Computer operation and start-up.
   - Setup, maintenance, and troubleshooting through technical assistance resources from your Internet Service Provider.
   - Understand and have knowledge of basic word processing.
   - Basic Internet skills.
   - Knowledge of using e-mail.

Suggested Computer/Software Requirements
   - USB port (minimum of 2)
   - Intel Core Duo equivalent or better
   - 3GB RAM or greater (for Vista)
   - 4 MB video memory
   - 2GB or greater available on hard drive
   - CD-RW drive or CD-RW/DVD combo
   - Cable modem or Broadband internet connections
• Dial-up internet connection is NOT recommended for internet classes

PC Software
• Operating System: Microsoft Windows Vista or 7
• Web Browser: Internet Explorer 8.0 or above
• Productivity: Microsoft Office 2010 (Word, Excel, PowerPoint, Access, and Outlook)
• Documentation: Adobe Reader
• AntiVirus: Symantec Norton Antivirus

Hybrid Courses
Hybrid courses combine a variety of different teaching methods. At JCC, hybrid courses require on-campus attendance for part of the instruction, and the other part of the instruction could occur either online using a course management system, or other media delivery methods. Attendance is required on the days and times listed in the class syllabus.

Interactive Television (ITV) Courses
Interactive Television courses use an interactive, two-way video network that connects universities, colleges, secondary schools, medical centers, and other agencies throughout the state. Johnston Community College participates in ITV courses with two state-of-the-art video classrooms. A course in these rooms is either broadcast to another college or received from another college via video. This allows JCC to send and receive high-quality courses with partners throughout the state, enhancing the educational experience of our students.

Blackboard
Blackboard is the current online learning management system used for online instructors to build and manage virtual classrooms. Instructors and students can access Blackboard sites anytime; anywhere from Internet Explorer, and a 24/7 support center is available to assist with problems that may be encountered during off hours, weekends, and holidays.

JCC E-mail
Registered students, faculty, and staff are provided with JCC e-mail. This e-mail address is loaded into Blackboard and can be accessed through a link on the JCC Web site (www.johnstoncc.edu), a link in Blackboard (http://johnstoncc.blackboard.com) or by directly entering http://mail.google.com/a/mail.johnstoncc.edu into an updated Internet Explorer browser.

Accessing Blackboard, JCC E-mail and WebAdvisor
From WebAdvisor, located on JCC’s main Web site (http://www.johnstoncc.edu), Account Information will direct you how to verify your User ID and create your password to access Blackboard, JCC e-mail, and to gain access to WebAdvisor student information.

Distance Education Through Continuing Education
The Continuing Education Division at Johnston Community College offers a distance education program designed to improve employment opportunities and job related skills from either home or office. A complete listing of CE Internet courses is available under Continuing Education on the main JCC Web site.

Some of these courses require a minimum number of scheduled on-campus visits for orientations, testing, presentations, etc. Students enrolled in distance education courses use a variety of techniques to communicate with their instructors and/or their cybermates.

Distance education courses are facilitated by qualified, competent instructors who structure the course so that the learning outcomes are comparable to those in a traditional classroom setting. They also serve as a resource to the students.

Costs, credits, and registration procedures are the same as on-campus courses. Students have access to the same services and library resources.

INFORMATION TECHNOLOGY
The IT Department provides the foundation, technical support, and management for many student access, electronic communication and collaboration tools, and learning technologies offered at Johnston Community College. Some of these technologies include college-wide public wireless Internet access, Web systems, and a student-use open computer lab. IT also manages Internet services and the College’s telephone system. These learning technologies are intended to provide greater flexibility and convenience for students and faculty at JCC.
At Johnston Community College, students apply and are admitted to programs of study. The curriculum for each program of study is designed in accordance with the Curriculum Standards mandated by the N.C. Community College System. State approval of each curriculum is required prior to the offering of courses within a program.

On each Curriculum Standard, there are requirements for general education, major hours, and other required hours.

The terms “major” and “area of concentration” are defined by the College as follows:

- A major includes those courses which provide specific job knowledge or skill and comprise the majority of the hours in each program of study.
- An area of concentration is a group of courses required beyond the core for a specific related employment field.

**COLLEGE TRANSFER PROGRAMS**

| Associate in Arts |
| Associate in Engineering |
| Associate in Science |

Provides the student with the opportunity to complete up to 61 semester hours of course work that will transfer as baccalaureate credit to any college in the University of North Carolina (UNC) system.

**GENERAL EDUCATION PROGRAM**

| Associate in General Education |

To broaden students’ education, with emphasis on personal growth, intellectual enrichment, and improvement in general knowledge. The curriculum provides an introduction to the liberal arts (general education) in a program that can be tailored to the student’s personal interests rather than to specific technical or professional requirements. All students preparing to enter health science programs are placed in this program.

**OCCUPATIONAL/TECHNICAL/CAREER PROGRAMS**

| Accounting |

Provides students with the knowledge and skills necessary for employment and growth in the accounting profession.

| Air Conditioning, Heating, and Refrigeration Technology |

Provides the basic knowledge to develop skills necessary to work with residential and light commercial systems.

| Associate Degree Nursing |

Provides the knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

| Basic Law Enforcement Training |

Designed to give students essential skills required for entry-level employment as law enforcement officers.

| Bioprocess Technology |

Prepares individuals to work as process operators in biological products manufacturing facilities.

| Business Administration |

Introduces students to the various aspects of the free-enterprise system.

| Cardiac and Vascular Sonography |

Provides the knowledge and skills necessary to acquire, process, and evaluate the human heart and vascular structures.

| Community Spanish Interpreter |

Prepares individuals to work as entry-level bilingual professionals who will provide communication access in interview and interactive settings.

| Computer Integrated Machining Technology |

Prepares students with the analytical, creative and innovative skills necessary to take a production idea from initial concept through design, development and production, resulting in a finished part.

| Computed Tomography Imaging Technology (in partnership with Edgecombe Community College) |

Prepares the individual to use specialized equipment to visualize cross-sectional anatomical structures and aid physicians in the demonstration of pathologies and disease processes.

| Cosmetology |

Provides training and practice in the skills required of the professional cosmetologist.

| Criminal Justice Technology |

Provides academics/knowledge of criminal justice systems and operations.

| Criminal Justice Technology - Latent Evidence |

Focuses on local, state, and federal law enforcement, evidence processing, and procedures.

| Diesel & Heavy Equipment Technology |

Prepares individuals to apply technical knowledge and skills to repair, service, and maintain diesel engines in vehicles such as heavy duty trucks over one ton classification, buses, ships, railroad locomotives, and equipment; as well as stationary diesel engines in electrical generators and related equipment.

| Early Childhood Education |

Prepares individuals to work with children from birth through age eight in diverse learning environments.

| Emergency Medical Science |

Provides graduates with the knowledge base and skills to enter the fast-paced and challenging world of pre-hospital medicine.
Fire Protection Technology
Prepares individuals for employment or advancement in governmental agencies, industrial firms, insurance rating organizations, educational organizations, and municipal fire departments.

General Occupational Technology
Prepares individuals with an opportunity to upgrade their skills and to earn an associate degree by taking courses suited for their occupational interests and/or needs.

Industrial Systems Technology
Curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, and install equipment.

Information Technology
Develops strong analytical skills and extensive computer knowledge.

Magnetic Resonance Imaging
Prepares students to become MRI technologist and skilled health care professionals that are trained to use magnetic energy fields to produce images of the human body.

Medical Assisting
Prepares the individual to be a multi-skilled health care professional qualified to perform administrative, clinical, and laboratory procedures.

Medical Office Administration
Prepares individuals for entry-level positions in medical and allied health facilities.

Medical Sonography
Provides the knowledge and clinical skills in the application of high frequency sound waves to image body structures.

Nuclear Medicine Technology
Provides the clinical and didactic experience necessary to prepare students to qualify as entry-level nuclear medicine technologists.

Nurse Aide
Prepares individuals to work under the supervision of licensed health care professionals in performing nursing care and services for persons of all ages.

Office Administration
Prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic and computerized workplace.

Paralegal Technology
Prepares individuals to perform routine legal tasks and to assist with substantive legal work under the supervision of an attorney.

Pharmacy Technology
Prepares individuals to assist the pharmacist in duties that a technician can legally perform and to function within the boundaries prescribed by the pharmacist and the employing agency.

Phlebotomy
Prepares individuals to obtain blood and other specimens for the purpose of laboratory analysis. Graduates may be eligible for national certification as phlebotomy technicians.

Radiography
Prepares the graduate to become a registered radiographer, a skilled health care professional who uses radiation to produce images of the human body.

Therapeutic and Diagnostic Services
This curriculum is designed to prepare students for careers in health sciences. Students will complete general education courses that provide a foundation for success in nursing and allied health curricula. Courses may also provide foundational knowledge needed in the pursuit of advanced health science degrees or programs. Graduates from the Nurse Aide program may be eligible to be listed on the Division of Health Service Regulation (DHSR) Nurse Aide registry as a Nurse Aide I and the N.C. Board of Nursing Nurse Aide II registry as a Nurse Aide II. They may be employed in home health agencies, hospitals, clinics, nursing homes, extended care facilities, and doctors’ offices.

Therapeutic Massage
Prepares graduates to work in direct client care settings to provide manipulation, methodical pressure, friction, and kneading of the body for maintaining wellness or treating alterations in wellness throughout the lifespan.

Truck Driver Training School
Students learn skills and safety on the highway and light preventative maintenance. Upon completion, the student will be eligible to test for a Class A CDL License.

Welding Technology
Provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry.

SPECIAL PROGRAMS

SECU Partnership East
East Carolina University College of Education with the support of SECU Foundation has established consortium partnerships with community colleges and public schools within the university’s service region.

SECU Partnership East South Central Consortium is making it possible for students throughout eastern North Carolina to obtain a four-year degree from East Carolina University without traveling to the main campus.

Students graduate with a four-year degree from ECU by completing the first two years of the program at Johnston Community College, one of the partnering community colleges, followed by taking ECU courses 100 percent online. JCC contacts and advisors are Tammy Barbour and Ellen Boyd. For more information, please contact Clay Smith, coordinator of the SECU Partnership East South Central Consortium at (919) 739-7012 or by e-mail at smithclay@ecu.edu or visit www.ecu.edu/pe.
COOPERATIVE INNOVATIVE HIGH SCHOOL PROGRAMS

Johnston Community College and Johnston County Schools collaborate to provide flexible, student-centered learning opportunities for high school students in Johnston County. This partnership maximizes the use of resources and opportunities through a variety of innovative approaches. Johnston Community College and Johnston County Schools meet annually to review partnership roles, responsibilities, and opportunities for expanding their partnership.

Johnston County Middle College High School
Johnston County Middle College High School is located on the Johnston Community College campus and offers a unique high school setting for the students of Johnston County. The partnership between Johnston County Schools and Johnston Community College allows students in grades 11-12 the opportunity to complete their high school graduation requirements in an alternative environment while simultaneously building a college transcript.

Unlike traditional high school, Middle College does not offer athletics but does offer limited extracurricular activities. The focus is on completing the necessary high school core courses and sampling the vast course offerings of the community college. Students are dually enrolled in high and college and earn college credits while in high school.

Students interested in attending Middle College High School must complete an application. If selected from the application pool, students move to the next phase, which is an interview. Our admission process prepares students for future interviews and opportunities.

For more information visit the school's Web site at http://www.johnston.k12.nc.us/education/school/school.php?sectionid=657. The telephone number for Middle College is (919) 464-2303.

Johnston County Early College Academy
Johnston County Early College Academy opened in the fall of 2008 as a second partnership high school between Johnston Community College and Johnston County Schools. Students attend Early College Academy for five-years, grades 9–13, on the campus of Johnston Community College. Upon completion of the thirteenth year, students are awarded both a high school diploma and an associate's degree or two years of college transfer credit toward a bachelor's degree. Students receive six years of education in five years. The program of study is tuition free. Transportation and lunches are provided by Johnston County Schools.

Eighth grade students residing in Johnston County Schools attendance area who have successfully completed all requirements for promotion to the ninth grade are eligible. To apply for admission, students must contact their middle school counselor. They must complete the online application and submit two recommendations. If selected from the application pool, students move to the next phase which is an interview.

Early College Academy students are encouraged to maintain their current involvement in community-based extracurricular activities, since these students do not participate in extracurricular activities such as band and sports at the traditional public schools. For more information about Early College, please contact your school counselor or call Early College at (919) 464-2314.

Johnston County Career and Technical Leadership Academy
The Career and Technical Leadership Academy is a Cooperative Innovative High School located on the campus of Clayton High School. Established in Fall 2016, the Career and Technical Leadership Academy is a five-year program open to rising ninth graders. Students can choose from one of four pathways: College Transfer, Medical Assisting, Information Technology or Nurse Aide. Pathways lead to the completion of an associate's degree preparing students for college or to gain employment in their field of study. Our focus is on College and Career Readiness with an emphasis on Leadership.
College transfer programs of study offer courses in the arts and sciences leading to an Associate in Arts (AA) degree, Associate in Engineering (AE) degree or Associate in Science (AS) degree. The Associate in Arts degree, Associate in Engineering degree and Associate in Science degree are granted for planned programs of study consisting of 60 - 61 semester credit hours of college transfer courses.

The college transfer program is offered through the Comprehensive Articulation Agreement (CAA) between the North Carolina Community College System and the University of North Carolina System. The Uniform Articulation Agreement between Associate in Engineering Programs and Baccalaureate Engineering Programs (AE to BSE AA) applies to UNC Engineering Schools. Both the CAA and AE to BSE AA serves as a current and adaptive agreement that supports more students completing both the associates and baccalaureate degrees. The CAA applies to all 58 North Carolina community colleges and all 16 constituent institutions of the University of North Carolina. The AE to BSE AA applies to the five UNC Engineering Schools. Both the CAA and AE to BSE AA are applicable to all North Carolina community college students who successfully complete a course designated as transferable or graduate with an A.A., A.E or A.S. degree and transfer to a school within the University of North Carolina system. The purpose of the college transfer program is to:

- provide quality education experiences to students seeking a baccalaureate;
- prepare students to transfer and continue successful study at four-year colleges and universities; and
- educate students in general education competencies.

The college transfer program degree options offered with JCC's Arts, Sciences, and Learning Resources Department are in full compliance with the 2014 Comprehensive Articulation Agreement between the North Carolina Community College System and the University of North Carolina system and the 2015 Uniform Articulation Agreement for Engineering.

**TRANSFER TO BACCALAUREATE INSTITUTIONS**

Colleges and universities vary widely in transfer requirements for entrance into, and completion of, study in a major field. Students are advised to:

- carefully study the catalogs of four-year baccalaureate-level institutions to which they are considering transfer; and
- consult an admissions representative as early as possible prior to transfer application in order to determine transferability of courses already taken and those they plan to take.

Students interested in transferring to a four-year institution in North Carolina should refer to the Web site of the college/university for transfer information then contact their academic advisor. Students are encouraged to visit JCC’s Center for Academic Planning (CAP) and use the Transfer Student Success Website www.northcarolina.edu/transfer.

**TRANSFER OF COURSES ON A COURSE-BY-COURSE BASIS**

To be eligible for the full transfer of credits under the CAA or AE to BSE AA, the student must graduate from the community college with an Associate in Arts (AA), Associate in Engineering (AE) or Associate in Science (AS) degree and have an overall Grade Point Average (GPA) of at least 2.0 on a 4.0 scale and a grade of “C” or better in all CAA courses. Students who do not complete the degree are eligible to transfer credits on a course-by-course basis.

**UNIVERSAL GENERAL EDUCATION TRANSFER COURSES (UGETC)**

The Associate in Arts (AA) and Associate in Science (AS) degree programs in the North Carolina Community College system require a total of 60 - 61 semester hour credits for graduation and are transferable to any UNC institution. The Associate in Engineering (AE) degree in the North Carolina Community College system requires a total of 60-61 semester hour credits for graduation and retransferable to any of the five approved UNC Engineering Programs.

The Associate in Arts (AA), Associate in Engineering (AE) and Associate in Science (AS) degree programs include general education requirements that represent the fundamental foundation for success and include study in the areas of English composition, communications, humanities and fine arts, natural sciences and mathematics, and social and behavioral sciences. Within these discipline areas, community colleges must include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

The AA, AE and AS degree programs of study are structured to include two components:

- Universal General Education Transfer Component (UGETC) comprises a minimum of 30 semester hours of credit, and
- Additional general education, pre-major, and elective courses that prepare students for successful transfer into selected majors at UNC institutions and bring the total number of hours in the degree programs to 60-61 semester hours.

To ensure maximum transferability of credits, students should select a transfer major and preferred transfer university before completing 30 semester hours of credit. Additional general education, pre-major, and elective courses should be selected based on a student’s intended major and transfer institution.

Each receiving institution will identify community college course equivalencies and publicize an equivalency course crosswalk to ensure transfer of credit uniformity and transparency.
For complete details on transfer to UNC schools, please visit www.northcarolina.edu/transfer.

**APPROVED GENERAL EDUCATION COURSES FOR TRANSFER PROGRAMS**

The following courses have been approved to satisfy the Comprehensive Articulation Agreement General Education (UGETC) requirement in **English Composition**:

- ENG 111 – Expository Writing
- ENG 112 – Argument-Based Research

The following courses have been approved to satisfy the Comprehensive Articulation Agreement UGETC requirement in **Humanities/Fine Arts**:

- ART 111 – Art Appreciation
- ART 114 – Art History Survey I
- ART 115 – Art History Survey II
- COM 231 – Public Speaking
- ENG 231 – American Literature I
- ENG 232 – American Literature II
- MUS 110 – Music Appreciation
- MUS 112 – Intro to Jazz
- PHI 215 – Philosophical Issues
- PHI 240 – Intro to Ethics

The following courses have been approved to satisfy the Comprehensive Articulation Agreement UGETC requirement in **Social/Behavioral Sciences**:

- ECO 251 – Principles of Microeconomics
- ECO 252 – Principles of Macroeconomics
- HIS 111 – World Civilizations I
- HIS 112 – World Civilizations II
- HIS 131 – American History I
- HIS 132 – American History II
- POL 120 – American Government
- PSY 150 – General Psychology
- SOC 210 – Intro to Sociology

The following courses have been approved to satisfy the Comprehensive Articulation Agreement UGETC requirement in **Natural Sciences**:

- BIO 110 – Principles of Biology
- BIO 111 – General Biology I
- BIO 112 – General Biology II
- CHM 151 – General Chemistry I
- CHM 152 – General Chemistry II
- GEL 111 – Intro to Geology
- PHY 110 – Conceptual Physics
- PHY 151 – College Physics I
- PHY 152 – College Physics II
- PHY 251 – General Physics I
- PHY 252 – General Physics II

The following courses have been approved to satisfy the Comprehensive Articulation Agreement UGETC requirement in **Mathematics**:

- MAT 143 – Quantitative Literacy
- MAT 152 – Statistical Methods I
- MAT 171 – Pre-calculus Algebra
- MAT 172 – Pre-calculus Trigonometry
- MAT 263 – Brief Calculus
- MAT 271 – Calculus I
- MAT 272 – Calculus II

**PROGRAM LISTING**

Below is a listing of the college transfer programs that are presented in the pages of this chapter.

- Associate in Arts
- Associate in Engineering
- Associate in Science

**Associate In Arts - A10100**

The Associate in Arts degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.

Community college graduates must obtain a grade of “C” or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

**English Composition:** Take 6 credits

- ENG-111 Writing and Inquiry..............................................3
- ENG-112 Writing/Research in the Disc..............................3

**Humanities/Fine Arts:** Take 9 credits (Minimum 2 subjects)

- COM-231 Public Speaking................................................3
- ART-111 Art Appreciation................................................3
- ART-114 Art History Survey I.........................................3
- ART-115 Art History Survey II.........................................3
- ENG-231 American Literature I.......................................3
- ENG-232 American Literature II......................................3
- MUS-110 Music Appreciation.........................................3
- MUS-112 Introduction to Jazz........................................3
- PHI-215 Philosophical Issues..........................................3
- PHI-240 Introduction to Ethics........................................3

**Social Behavioral Science:** Take 9 credits (Minimum 2 subjects)

- ECO-251 Prin of Microeconomics.................................3

-
ECO-252 Prin of Macroeconomics ......................... 3
HIS-111 World Civilizations I ......................... 3
HIS-112 World Civilizations II ..................... 3
HIS-131 American History I ....................... 3
HIS-132 American History II ..................... 3
POL-120 American Government ..................... 3
PSY-150 General Psychology ......................... 3
SOC-210 Introduction to Sociology ................... 3

Take 1 course - 3 credits
MAT-143 Quantitative Literacy ................. 3
MAT-152 Statistical Methods I ................. 4
MAT-171 Precalculus Algebra ................. 4

Take 1 of 7 Groups

Group 1
AST-111 Descriptive Astronomy .................... 3
AST-111A Descriptive Astronomy Lab ............ 1

Group 2
AST-151 General Astronomy I .................... 3
AST-151A General Astronomy I Lab ............. 1

Group 3
BIO-110 Principles of Biology .................... 4

Group 4
BIO-111 General Biology I ......................... 4

Group 5
CHM-151 General Chemistry I .................... 4

Group 6
GEL-111 Geology ........................................ 4

Group 7
PHY-110 Conceptual Physics ...................... 3
PHY-110A Conceptual Physics Lab ............ 1

Additional General Education: Take 14 credits
SPA-111 Elementary Spanish I ................. 3
SPA-112 Elementary Spanish II ................. 3
SPA-211 Intermediate Spanish I ............... 3
SPA-212 Intermediate Spanish II .............. 3
COM-110 Introduction to Communication .......... 3
COM-120 Intro Interpersonal Com ............. 3
COM-231 Public Speaking ......................... 3

ART-111 Art Appreciation ......................... 3
ART-114 Art History Survey I ................. 3
ART-115 Art History Survey II ................. 3
ENG-231 American Literature I ............... 3
ENG-232 American Literature II .............. 3
MUS-110 Music Appreciation ................. 3
MUS-112 Introduction to Jazz ................. 3

PHI-215 Philosophical Issues .................. 3

ART-240 Introduction to Ethics ................. 3
ECO-251 Prin of Microeconomics ............ 3
ECO-252 Prin of Macroeconomics ............ 3
HIS-111 World Civilizations I ................. 3
HIS-112 World Civilizations II .............. 3
HIS-131 American History I ................. 3
HIS-132 American History II .............. 3
POL-120 American Government ............... 3
PSY-150 General Psychology ................. 3

PSY-241 Developmental Psych .................... 3
SOC-210 Introduction to Sociology ............ 3
MAT-143 Quantitative Literacy .......... 3
MAT-152 Statistical Methods I .......... 4
MAT-171 Precalculus Algebra ............ 4
AST-111 Descriptive Astronomy ............ 3
AST-111A Descriptive Astronomy Lab ...... 1
BIO-110 Principles of Biology ............ 4
BIO-111 General Biology I ................. 4
CHM-151 General Chemistry I ............ 4
GEL-111 Geology ........................................ 4
PHY-110 Conceptual Physics ............ 3
PHY-110A Conceptual Physics Lab ...... 1
ASL-111 Elementary ASL I .................... 3
ASL-112 Elementary ASL II .................... 3

Other Requirements
ACA-122 College Transfer Success .......... 1

Other Required Hours: Take 14 credits
PED-111 Physical Fitness I .......... 1
PED-117 Weight Training I .............. 1
PED-118 Weight Training II ............. 1
PED-119 Circuit Training .......... 1
PED-120 Walking for Fitness .......... 1
PED-121 Walk, Jog, Run .......... 1
PED-122 Yoga I ..................... 1

BIO-168 Anatomy and Physiology I ............ 4
BIO-169 Anatomy and Physiology II ............ 4
BIO-271 Pathophysiology .................... 3
BIO-163 Basic Anat & Physiology .......... 5
BIO-275 Microbiology ................. 4

CIS-110 Introduction to Computers ........ 3
BUS-110 Introduction to Business .......... 3
BUS-115 Business Law I .................... 3
BUS-137 Principles of Management .......... 3

ACC-120 Prin of Financial Accounting .......... 4
ACC-121 Prin of Managerial Accounting ...... 4

MUS-1125 Introduction to Jazz ............ 3
MUS-121 Music Theory I ................. 4
MUS-122 Music Theory II ............... 4
MUS-131 Chorus I ..................... 1
MUS-132 Chorus II ..................... 1
MUS-151 Class Music I ................... 1
MUS-152 Class Music II ................. 1
MUS-221 Music Theory III .............. 4
MUS-222 Music Theory IV .............. 4
MUS-231 Chorus III ................. 1
MUS-232 Chorus IV ..................... 1

ART-121 Two-Dimensional Design ............ 3
ART-122 Three-Dimensional Design ........ 3
ART-131 Drawing I ..................... 3
ART-132 Drawing II ..................... 3
ART-231 Printmaking I ................. 3
ART-232 Printmaking II .......... 3
ART-240 Painting I ..................... 3
ART-241 Painting II ..................... 3
**College Transfer Programs**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Spring Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-281</td>
<td>Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>ART-282</td>
<td>Sculpture II</td>
<td>3</td>
</tr>
<tr>
<td>ART-283</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART-284</td>
<td>Ceramics II</td>
<td>3</td>
</tr>
<tr>
<td>ART-111</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART-114</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ART-115</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>ENG-231</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG-232</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>MUS-110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>PHI-215</td>
<td>Philosophical Issues</td>
<td>3</td>
</tr>
<tr>
<td>PHI-240</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ECO-251</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO-252</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>HIS-111</td>
<td>World Civilizations I</td>
<td>3</td>
</tr>
<tr>
<td>HIS-112</td>
<td>World Civilizations II</td>
<td>3</td>
</tr>
<tr>
<td>HIS-131</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS-132</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>POL-120</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC-210</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>MAT-143</td>
<td>Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MAT-152</td>
<td>Statistical Methods I</td>
<td>4</td>
</tr>
<tr>
<td>MAT-171</td>
<td>Precalculus Algebra</td>
<td>3</td>
</tr>
<tr>
<td>AST-111</td>
<td>Descriptive Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>AST-111A</td>
<td>Descriptive Astronomy Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO-110</td>
<td>Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO-111</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>CHM-151</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>GEL-111</td>
<td>Geology</td>
<td>4</td>
</tr>
<tr>
<td>PHY-110</td>
<td>Conceptual Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY-110A</td>
<td>Conceptual Physics Lab</td>
<td>1</td>
</tr>
<tr>
<td>SPA-111</td>
<td>Elementary Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPA-112</td>
<td>Elementary Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPA-211</td>
<td>Intermediate Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPA-212</td>
<td>Intermediate Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>HEA-110</td>
<td>Personal Health/Wellness</td>
<td>3</td>
</tr>
<tr>
<td>ASL-111</td>
<td>Elementary ASL I</td>
<td>3</td>
</tr>
<tr>
<td>ASL-112</td>
<td>Elementary ASL II</td>
<td>3</td>
</tr>
<tr>
<td>HUM-115</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>BIO-112</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM-131</td>
<td>Introduction to Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>PED-110</td>
<td>Fit and Well for Life</td>
<td>2</td>
</tr>
<tr>
<td>SPA-141</td>
<td>Culture and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>SPA-161</td>
<td>Cultural Immersion</td>
<td>3</td>
</tr>
<tr>
<td>SPA-221</td>
<td>Spanish Conversation</td>
<td>3</td>
</tr>
<tr>
<td>SPA-231</td>
<td>Reading and Composition</td>
<td>3</td>
</tr>
<tr>
<td>CJC-111</td>
<td>Intro to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJC-121</td>
<td>Law Enforcement Operations</td>
<td>3</td>
</tr>
<tr>
<td>CJC-141</td>
<td>Corrections</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Credit Hours | 60 |

**Associate in Engineering - A10500**

The Associate in Engineering (AE) degree shall be granted for a planned program of study consisting of a minimum of 61 semester hours of credit (SHC) of courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

The degree plan includes required general education and prerequisite courses that are acceptable to all state funded Bachelor of Engineering programs. Students who follow the degree progression plan will meet the entrance requirements at all of the North Carolina public Bachelor of Science Engineering programs. Associate in Engineering graduates may then apply to any of these programs without taking additional and sometimes duplicative courses. Admission to the Engineering program is highly competitive and admission is not guaranteed.

To be eligible for the transfer of credits under the AE to the Bachelor of Science in Engineering Articulation Agreement, community college graduates must obtain a grade of “C” or better in each course and an overall GPA of at least 2.5 on a 4.0 scale.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACA 122</td>
<td>College Transfer Success</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EGR 150</td>
<td>Introduction to Engineering</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MAT 271</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHM 151</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Spring</td>
<td>ENG 112</td>
<td>Writing/Research in the Disciplines</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHM 152</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHY 251</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MAT 272</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHI-240</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Fall</td>
<td>HIS 112</td>
<td>World Civilizations II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DFT 170</td>
<td>Engineering Graphics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHY 252</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MAT 280</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Spring</td>
<td>MAT 273</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EGR 220</td>
<td>Engineering Statics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COM 231</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MAT 285</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Total Program Credit Hours</td>
<td>61</td>
<td></td>
</tr>
</tbody>
</table>
The Associate in Science degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year associate in science programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

**English Composition: Take 6 credits:**
- ENG-111 Writing and Inquiry .................. 3
- ENG-112 Writing/Research in the Disc .... 3

**Humanities/Fine Arts: Take 6 credits (Minimum 2 subjects)**
- COM-231 Public Speaking .................. 3
- ART-111 Art Appreciation ................. 3
- ART-114 Art History Survey ............... 3
- ART-115 Art History Survey II .......... 3
- ENG-231 American Literature I ........... 3
- ENG-232 American Literature II .......... 3
- MUS-110 Music Appreciation .............. 3
- MUS-112 Introduction to Jazz ............. 3
- PHI-215 Philosophical Issues .......... 3
- PHI-240 Introduction to Ethics .......... 3

**Social Behavioral Science: Take 6 credits (Minimum 2 subjects)**
- ECO-251 Prin of Microeconomics ........ 3
- ECO-252 Prin of Macroeconomics ........ 3
- HIS-111 World Civilizations I ......... 3
- HIS-112 World Civilizations II ....... 3
- HIS-131 American History I ........... 3
- HIS-132 American History II .......... 3
- POL-120 American Government ......... 3
- PSY-150 General Psychology .......... 3
- SOC-210 Introduction to Sociology ..... 3

**Take 8 credits**
- MAT-171 Precalculus Algebra .......... 4
- MAT-172 Precalculus Trigonometry .... 4
- MAT-263 Brief Calculus ................. 4
- MAT-271 Calculus I ..................... 4
- MAT-272 Calculus II .................... 4

**Additional General Education: Take 11 credits**
- SPA-111 Elementary Spanish I ........ 3
- SPA-112 Elementary Spanish II ........ 3
- SPA-211 Intermediate Spanish I ........ 3
- SPA-212 Intermediate Spanish II ...... 3
- COM-110 Introduction to Communication 3
- COM-120 Intro Interpersonal Com ... 3
- COM-231 Public Speaking .............. 3

**Group 1**
- Take 8 credits
  - CHM-151 General Chemistry I ........... 4
  - CHM-152 General Chemistry II ........ 4

**Group 2**
- Take 8 credits
  - PHY-151 College Physics I ............. 4
  - PHY-152 College Physics II ............ 4

**Group 3**
- Take 8 credits
  - PHY-251 General Physics I ............. 4
  - PHY-252 General Physics II ............ 4

**Group 4**
- Take 8 credits
  - AST-151 General Astronomy I .......... 3
  - AST-151A General Astronomy I Lab .... 1
  - BIO-110 Principles of Biology ....... 4

**Group 5**
- Take 8 credits
  - AST-151 General Astronomy I .......... 3
  - AST-151A General Astronomy I Lab .... 1
  - GEL-111 Geology ................... 4

**Group 6**
- Take 8 credits
  - AST-151 General Astronomy I .......... 3
  - AST-151A General Astronomy I Lab .... 1
  - PHY-110 Conceptual Physics .......... 3
  - PHY-110A Conceptual Physics Lab .... 1

**Group 7**
- Take 8 credits
  - BIO-110 Principles of Biology ....... 4
  - GEL-111 Geology ................... 4

**Group 8**
- Take 8 credits
  - BIO-110 Principles of Biology ....... 4
  - GEL-111 Geology ................... 4

**Group 9**
- Take 8 credits
  - BIO-110 Principles of Biology ....... 4
  - PHY-110 Conceptual Physics .......... 3
  - PHY-110A Conceptual Physics Lab .... 1

**Group 10**
- Take 8 credits
  - GEL-111 Geology ................... 4
  - PHY-110 Conceptual Physics .......... 3
  - PHY-110A Conceptual Physics Lab .... 1

- Additional Group 10
  - Take 8 credits
    - GEL-111 Geology ................... 4
    - PHY-110 Conceptual Physics .......... 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-111</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART-114</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ART-115</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>ENG-231</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG-232</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>MUS-110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>PHI-215</td>
<td>Philosophical Issues</td>
<td>3</td>
</tr>
<tr>
<td>PHI-240</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ECO-251</td>
<td>Prin of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO-252</td>
<td>Prin of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>HIS-111</td>
<td>World Civilizations I</td>
<td>3</td>
</tr>
<tr>
<td>HIS-112</td>
<td>World Civilizations II</td>
<td>3</td>
</tr>
<tr>
<td>HIS-131</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS-132</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>ACC-121</td>
<td>Prin of Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC-120</td>
<td>Prin of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>PHY-110</td>
<td>Conceptual Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY-110A</td>
<td>Conceptual Physics Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHY-151</td>
<td>College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY-251</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY-252</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>HUM-115</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>ASL-111</td>
<td>Elementary ASL I</td>
<td>3</td>
</tr>
<tr>
<td>ASL-112</td>
<td>Elementary ASL II</td>
<td>3</td>
</tr>
<tr>
<td>PED-111</td>
<td>Physical Fitness I</td>
<td>1</td>
</tr>
<tr>
<td>PED-117</td>
<td>Weight Training I</td>
<td>1</td>
</tr>
<tr>
<td>PED-118</td>
<td>Weight Training II</td>
<td>1</td>
</tr>
<tr>
<td>PED-119</td>
<td>Circuit Training</td>
<td>1</td>
</tr>
<tr>
<td>PED-120</td>
<td>Walking for fitness</td>
<td>1</td>
</tr>
<tr>
<td>PED-121</td>
<td>Walk, Jog, Run</td>
<td>1</td>
</tr>
<tr>
<td>PED-122</td>
<td>Yoga</td>
<td>1</td>
</tr>
<tr>
<td>BIO-168</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO-169</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO-271</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO-163</td>
<td>Basic Anat &amp; Physiology</td>
<td>5</td>
</tr>
<tr>
<td>BIO-275</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>ACC-120</td>
<td>Prin of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC-121</td>
<td>Prin of Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>PSY-241</td>
<td>Developmental Psych</td>
<td>3</td>
</tr>
<tr>
<td>COM-110</td>
<td>Introduction to Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM-120</td>
<td>Intro Interpersonal Com</td>
<td>3</td>
</tr>
<tr>
<td>COM-231</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ART-111</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART-114</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ART-115</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>ENG-231</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG-232</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>MUS-110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS-112</td>
<td>Introduction to Jazz</td>
<td>3</td>
</tr>
<tr>
<td>PHI-215</td>
<td>Philosophical Issues</td>
<td>3</td>
</tr>
<tr>
<td>PHI-240</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ECO-251</td>
<td>Prin of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO-252</td>
<td>Prin of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>HIS-111</td>
<td>World Civilizations I</td>
<td>3</td>
</tr>
<tr>
<td>HIS-112</td>
<td>World Civilizations II</td>
<td>3</td>
</tr>
<tr>
<td>HIS-131</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS-132</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>POL-120</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC-210</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>MAT-171</td>
<td>Precalculus Algebra</td>
<td>4</td>
</tr>
<tr>
<td>BIO-110</td>
<td>Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO-111</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>MAT-263</td>
<td>Brief Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MAT-271</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>AST-151</td>
<td>General Astronomy I</td>
<td>3</td>
</tr>
<tr>
<td>AST-151A</td>
<td>General Astronomy I Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO-112</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>MAT-172</td>
<td>Precalculus Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>CHM-151</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHM-152</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>GEL-111</td>
<td>Geology</td>
<td>4</td>
</tr>
<tr>
<td>PHY-110</td>
<td>Conceptual Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY-110A</td>
<td>Conceptual Physics Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHY-151</td>
<td>College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY-251</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY-252</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>HUM-115</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>ASL-111</td>
<td>Elementary ASL I</td>
<td>3</td>
</tr>
<tr>
<td>ASL-112</td>
<td>Elementary ASL II</td>
<td>3</td>
</tr>
<tr>
<td>PED-110</td>
<td>Intro Interpersonal Com</td>
<td>3</td>
</tr>
<tr>
<td>PED-115</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS-110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS-137</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>PED-110</td>
<td>Fit and Well for Life</td>
<td>2</td>
</tr>
<tr>
<td>CHM-131</td>
<td>Introduction to Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CUS-115</td>
<td>Intro to Prog &amp; Logic</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>
The programs listed on the following pages represent the various occupational, technical and/or career curriculum programs that award an associate in applied science degree, certificate, or diploma upon completion of the program requirements.

The descriptions provide a statement of intent or purpose for each program and an overview of the courses to be taken for that program. As appropriate, the descriptions include reference to other requirements or program expectations. In addition, each program description includes a course-by-course listing of the study curriculum for the appropriate credential – degree, certificate, diploma – along with the class/lab contact hours and the course credit hours for each course. The courses are arrayed as per a full-time program of study for the fall, spring, and summer semesters, as appropriate. In some cases, the array of courses is listed for both full-time and part-time study should the student pursue the respective program on a part-time basis.

PROGRAM LISTING

Below is a listing of these occupational/technical programs that are presented in the pages of this chapter.

- Accounting
- Air Conditioning, Heating, and Refrigeration Technology
- Associate Degree Nursing
- Associate in General Education
- Basic Law Enforcement Training
- Bioprocess Technology
- Business Administration
- Cardiac and Vascular Sonography
- Community Spanish Interpreter
- Computer Integrated Machining
- Computed Tomography and Magnetic Resonance Imaging Technology
- Cosmetology
- Criminal Justice Technology
- Criminal Justice Technology - Latent Evidence
- Diesel and Heavy Equipment Technology
- Early Childhood Education
- Infant/Toddler Care Certificate
- School-Age Care Certificate
- Emergency Medical Science
- Fire Protection Technology
- General Occupational Technology
- Industrial Systems Technology
- Information Technology
- Magnetic Resonance Imaging
- Medical Assisting
- Medical Office Administration
- Medical Sonography
- North Carolina Truck Driver Training School
- Nuclear Medicine Technology
- Nurse Aide
- Office Administration
- Paralegal Technology
- Pharmacy Technology
- Radiography
- Therapeutic and Diagnostic Services
- Therapeutic Massage
- Welding Technology

ACCOUNTING

The Accounting curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting profession. Using the “language of business,” accountants assemble and analyze, process, and communicate essential information about financial operations.

In addition to course work in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession.

Accounting
A25100

Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA-111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>-OR- ACA-122</td>
<td>College Transfer Success</td>
<td>1</td>
</tr>
<tr>
<td>ACC-120</td>
<td>Prin of Financial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>ACC-140</td>
<td>Payroll Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC-149</td>
<td>Intro to Acc Spreadsheets</td>
<td>2</td>
</tr>
<tr>
<td>ACC-150</td>
<td>Accounting Software Appl</td>
<td>2</td>
</tr>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>ENG-112</td>
<td>Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>BUS-110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS-121</td>
<td>Business Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

Spring Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC-121</td>
<td>Prin of Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC-140</td>
<td>Payroll Accounting</td>
<td>2</td>
</tr>
<tr>
<td>ACC-149</td>
<td>Intro to Acc Spreadsheets</td>
<td>2</td>
</tr>
<tr>
<td>ACC-150</td>
<td>Accounting Software Appl</td>
<td>2</td>
</tr>
<tr>
<td>ENG-112</td>
<td>Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>ACC-131</td>
<td>Federal Income Taxes</td>
<td>3</td>
</tr>
<tr>
<td>ACC-240</td>
<td>Gov &amp; Not-for-Profit Acct</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>

continued
### Fall Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC-220</td>
<td>Intermediate Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACC-132</td>
<td>NC Business Taxes</td>
<td>2</td>
</tr>
<tr>
<td>ACC-152</td>
<td>Advanced Software Appl</td>
<td>2</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BUS-260</td>
<td>Business Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 14

### Spring Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO-251</td>
<td>Prin of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MAT-110</td>
<td>Math Measurement &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>OR- MAT-152</td>
<td>Statistical Methods I</td>
<td>4</td>
</tr>
<tr>
<td>BUS-115</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>PHI-240</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ACC-225</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 15/16

### Payroll Accounting Clerk Certificate C25100C1

**Fall Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC-150</td>
<td>Accounting Software Appl</td>
<td>2</td>
</tr>
<tr>
<td>ACC-120</td>
<td>Prin of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC-149</td>
<td>Intro to Acc Spreadsheets</td>
<td>2</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>ACC-140</td>
<td>Payroll Accounting</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 13

### Computerized Accounting Certificate C25100C2

**Fall Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC-120</td>
<td>Prin of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>ACC-150</td>
<td>Accounting Software Appl</td>
<td>2</td>
</tr>
<tr>
<td>ACC-152</td>
<td>Advanced Software Appl</td>
<td>2</td>
</tr>
<tr>
<td>ACC-149</td>
<td>Intro to Acc Spreadsheets</td>
<td>2</td>
</tr>
<tr>
<td>ACC-140</td>
<td>Payroll Accounting</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 15

### Income Tax Preparer Certificate C25100C3

**Fall Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC-120</td>
<td>Prin of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC-131</td>
<td>Federal Income Taxes</td>
<td>3</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 16

### Governmental Accounting Certificate C25100C4

**Fall Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC-240</td>
<td>Gov &amp; Not-for-Profit Acct</td>
<td>3</td>
</tr>
<tr>
<td>ACC-120</td>
<td>Prin of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC-121</td>
<td>Prin of Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC-140</td>
<td>Payroll Accounting</td>
<td>2</td>
</tr>
<tr>
<td>ACC-149</td>
<td>Intro to Acc Spreadsheets</td>
<td>2</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 18

### AIR CONDITIONING, HEATING & REFRIGERATION TECHNOLOGY

**Air Conditioning, Heating & Refrig Tech Degree A35100**

The air conditioning, heating, and refrigeration technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems.

Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments. In addition, the AAS degree covers residential building codes, residential systems sizing, and advance comfort systems.

Diploma graduates should be able to assist in the startup, preventive maintenance, service, repair, and/or installation of residential and light commercial systems. AAS degree graduates should be able to demonstrate an understanding of system selection and balance and advanced systems.

**Fall Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHR-110</td>
<td>Intro to Refrigeration</td>
<td>5</td>
</tr>
<tr>
<td>AHR-113</td>
<td>Comfort Cooling</td>
<td>4</td>
</tr>
<tr>
<td>ELC-111</td>
<td>Intro to Electricity</td>
<td>3</td>
</tr>
<tr>
<td>AHR-114</td>
<td>Heat Pump Technology</td>
<td>4</td>
</tr>
<tr>
<td>AHR-160</td>
<td>Refrigerant Certification</td>
<td>1</td>
</tr>
<tr>
<td>AHR-130</td>
<td>HVAC Controls</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 20

**Spring Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHR-112</td>
<td>Heating Technology</td>
<td>4</td>
</tr>
<tr>
<td>AHR-133</td>
<td>HVAC Servicing</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>AHR-180</td>
<td>HVACR Customer Relations</td>
<td>1</td>
</tr>
<tr>
<td>AHR-212</td>
<td>Advanced Comfort Systems</td>
<td>4</td>
</tr>
<tr>
<td>ISC-112</td>
<td>Industrial Safety</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AHR-211</td>
<td>Residential System Design</td>
<td>4</td>
</tr>
<tr>
<td>AHR-213</td>
<td>HVACR Building Code</td>
<td>2</td>
</tr>
<tr>
<td>CIS-111</td>
<td>Basic PC Literacy</td>
<td>2</td>
</tr>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>HUM-115</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>ALT-250</td>
<td>Thermal Systems</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-110</td>
<td>Math Measurement &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>AHR-250</td>
<td>HVAC System Diagnostics</td>
<td>2</td>
</tr>
<tr>
<td>BUS-230</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>COM-110</td>
<td>Introduction to Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSY-118</td>
<td>Interpersonal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>AHR-215</td>
<td>Commercial HVAC Controls</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**Air Cond, Heating & Refrig Tech Diploma D35100**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AHR-110</td>
<td>Intro to Refrigeration</td>
<td>5</td>
</tr>
<tr>
<td>AHR-113</td>
<td>Comfort Cooling</td>
<td>4</td>
</tr>
<tr>
<td>ELC-111</td>
<td>Intro to Electricity</td>
<td>3</td>
</tr>
<tr>
<td>AHR-114</td>
<td>Heat Pump Technology</td>
<td>4</td>
</tr>
<tr>
<td>AHR-130</td>
<td>HVAC Controls</td>
<td>3</td>
</tr>
<tr>
<td>AHR-160</td>
<td>Refrigerant Certification</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AHR-112</td>
<td>Heating Technology</td>
<td>4</td>
</tr>
<tr>
<td>AHR-133</td>
<td>HVAC Servicing</td>
<td>4</td>
</tr>
<tr>
<td>AHR-180</td>
<td>HVACR Customer Relations</td>
<td>1</td>
</tr>
<tr>
<td>ISC-112</td>
<td>Industrial Safety</td>
<td>2</td>
</tr>
<tr>
<td>ENG-102</td>
<td>Applied Communications II</td>
<td>3</td>
</tr>
<tr>
<td>MAT-110</td>
<td>Math Measurement &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**Heat Pumps Certificate C35100C2**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AHR-110</td>
<td>Intro to Refrigeration</td>
<td>5</td>
</tr>
<tr>
<td>ELC-111</td>
<td>Intro to Electricity</td>
<td>3</td>
</tr>
<tr>
<td>AHR-113</td>
<td>Comfort Cooling</td>
<td>4</td>
</tr>
<tr>
<td>AHR-160</td>
<td>Refrigerant Certification</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AHR-133</td>
<td>HVAC Servicing</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>
All-Year Systems Certificate  
C35100C7  

Fall Semester 1  
AHR-112 Heating Technology .............................................4  
AHR-113 Comfort Cooling ..................................................4  
AHR-114 Heat Pump Technology ......................................4  
  
Total Credit Hours 12  

ASSOCIATE DEGREE NURSING  

Associate Degree Nursing  
A45110  

The associate degree nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.  

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.  

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.  

Fall Semester 1  
NUR-111 Intro to Health Concepts ....................................8  
NUR-117 Pharmacology .....................................................2  
BIO-168 Anatomy and Physiology I ..................................4  
PSY-150 General Psychology .............................................3  
ENG-111 Writing and Inquiry..............................................3  
  
Total Credit Hours 20  

Spring Semester 1  
NUR-112 Health-Illness Concepts ......................................5  
NUR-114 Holistic Health Concepts ..................................5  
BIO-169 Anatomy and Physiology II ..................................4  
PSY-241 Developmental Psych ..........................................3  
  
Total Credit Hours 17  

Summer Semester 1  
NUR-113 Family Health Concepts .....................................5  
  
Total Credit Hours 5  

Fall Semester 2  
NUR-211 Health Care Concepts ......................................5  
NUR-212 Health System Concepts .....................................5  
ENG-112 Writing/Research in the Disc ..............................3  
  
Total Credit Hours 13  

Spring Semester 2  
NUR-213 Complex Health Concepts ................................10  
BIO-175 General Microbiology ..........................................3  
PHI-240 Introduction to Ethics .........................................3  
  
Total Credit Hours 16  

ASSOCIATE DEGREE GENERAL EDUCATION  

Associate Degree General Education  
A10300  

The associate in general education curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development. Course work includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers will be provided.  

Through these skills, students will have a sound base for lifelong learning. Graduates are prepared for advancements within their field of interest and become better qualified for a wide range of employment opportunities.  

ACA-111 College Student Success .....................................1  
-OR- ACA-122 College Transfer Success ..............................1  
ENG-111 Writing and Inquiry .............................................3  
ENG-112 Writing/Research in the Disc ..............................3  
COM-231 Public Speaking ...................................................3  
HEA-110 Introduction to Health ........................................3  
  
Choose One  
MAT-110 Math Measurement & Literacy ..............................3  
MAT-143 Quantitative Literacy ...........................................3  
MAT-152 Statistical Methods I ..........................................4  
MAT-171 Precalculus Algebra ............................................4  
CIS-110 Introduction to Computers ....................................3  
-OR- CIS-111 Basic PC Literacy ..........................................2  
  
HIS Elective ..........................................................3  
PED Elective ...........................................................1
Science Elective ....................................................4
Humanities/Fine Arts Elective ............................3
Social/Behavioral Science Elective .....................3
Free Electives ............................................ 30 – 32

Total Credit Hours 64/65

BASIC LAW ENFORCEMENT TRAINING

Basic Law Enforcement Training
C55120

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments, or with private enterprise.

This program utilizes State commission-mandated topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, civil, traffic, and alcohol beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations.

Students must successfully complete and pass all units of study which include the certification examination mandated by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs’ Education and Training Standards Commission to receive a certificate.

CJC-100 Basic Law Enforcement Training ...............19

Total Credit Hours 19

BIOPROCESS TECHNOLOGY

Bioprocess Technology
A50440

The bioprocess technology curriculum is designed to prepare individuals to work as process operators in biological products manufacturing facilities.

Students will combine basic science and communication skills, manufacturing technologies, and good manufacturing practices in the course of study.

Students will be expected to develop a strong basic science foundation with a sound understanding of the major technologies employed in the industry. They will also be expected to develop collaborative and disciplined work ethics while consistently practicing problem-solving skills.

Upon successful completion of the program, individuals should possess the necessary skills to qualify for employment in a variety of bioprocessing industries.

Fall Semester 1

BIO-110 Principles of Biology ............................................4
ACA-111 College Student Success.............................1
ENG-111 Writing and Inquiry .................................3
CIS-111 Basic PC Literacy ................................................2
ISC-121 Envr Health & Safety .................................3
BPM-110 Bioprocess Practices (1) ...............................5
PTC-110 Industrial Environment (1) ................................3
-OR- BioWork Credit By Experience for BPM 110/PTC 110 combination

Total Credit Hours 21

Spring Semester 1

BPM-111 Bioprocess Measurements .......................4
CHM-131 Introduction to Chemistry .........................3
CHM-131A Intro to Chemistry Lab .............................1
MAT-110 Math Measurement & Literacy ..................3
-OR- MAT-171 Precalculus Algebra ..........................4
ENG-112 Writing/Research in the Disc ......................3

Total Credit Hours 14/15

Fall Semester 2

BPM-112 Upstream Processing ...............................5
BPM-113 Downstream Bioprocessing ....................4
OMT-181 Industry Reporting Skills ..........................3
BTC-275 Industrial Microbiology (2) .......................4
ISC-278 cGMP Quality Systems (2) .........................2
-OR- ABT Credit by Experience for BTC 275/ISC 278 combination .............................................................2

Total Credit Hours 18

Spring Semester 2

PTC-210 Pharm Industrial Processes .....................4
ISC-280 Validation Fundamentals .........................2
PTC-228 Pharmaceutical Issues .............................1
PSY-150 General Psychology .................................3
HUM-115 Critical Thinking .................................3

Total Credit Hours 13

Bioprocess Technology Certificate
C50440

Fall Semester 1

ISC-121 Envr Health & Safety .................................3
BPM-110 Bioprocess Practices (1) .........................5
ISC-278 cGMP Quality Systems (2) .........................2
PTC-110 Industrial Environment (1) .........................3
-OR- BioWork Credit By Experience for BPM 110/PTC 110 combination

Total Credit Hours 13
**BUSINESS ADMINISTRATION**

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy.

**Business Administration Degree**  
*A25120*

<table>
<thead>
<tr>
<th>Fall Semester 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA-111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>-OR- ACA-122</td>
<td>College Transfer Success</td>
<td>1</td>
</tr>
<tr>
<td>ACC-120</td>
<td>Prin of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>BUS-110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS-115</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS-121</td>
<td>Business Math</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 17

<table>
<thead>
<tr>
<th>Spring Semester 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC-121</td>
<td>Prin of Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>MAT-110</td>
<td>Math Measurement &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>-OR- MAT-152</td>
<td>Statistical Methods I</td>
<td>4</td>
</tr>
<tr>
<td>BUS-137</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>ENG-112</td>
<td>Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>-OR- CIS-111</td>
<td>Basic PC Literacy</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 15/17

<table>
<thead>
<tr>
<th>Fall Semester 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS-147</td>
<td>Business Insurance</td>
<td>3</td>
</tr>
<tr>
<td>BUS-151</td>
<td>People Skills</td>
<td>3</td>
</tr>
<tr>
<td>MKT-120</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ACC-131</td>
<td>Federal Income Taxes</td>
<td>3</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>OST-136</td>
<td>Word Processing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 18

<table>
<thead>
<tr>
<th>Spring Semester 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS-260</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECO-251</td>
<td>Prin of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ACC-150</td>
<td>Accounting Software Appl</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 8

**Cardiovascular Sonography Degree**  
*A45160*

<table>
<thead>
<tr>
<th>Fall Semester 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA-111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>-OR- ACA-122</td>
<td>College Transfer Success</td>
<td>1</td>
</tr>
<tr>
<td>ACC-120</td>
<td>Prin of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>BUS-110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS-115</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS-121</td>
<td>Business Math</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 17

<table>
<thead>
<tr>
<th>Spring Semester 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-110</td>
<td>Math Measurement &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>-OR- MAT-152</td>
<td>Statistical Methods I</td>
<td>4</td>
</tr>
<tr>
<td>BUS-137</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>ENG-112</td>
<td>Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>-OR- CIS-111</td>
<td>Basic PC Literacy</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 11/13

<table>
<thead>
<tr>
<th>Fall Semester 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT-120</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ACC-121</td>
<td>Prin of Managerial Accounting</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 7

<table>
<thead>
<tr>
<th>Spring Semester 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS-260</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECO-251</td>
<td>Prin of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ACC-150</td>
<td>Accounting Software Appl</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 8

**Business Administration Certificate**  
*C25120*

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC-120</td>
<td>Prin of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS-110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>MKT-120</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS-137</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>-OR- CIS-111</td>
<td>Basic PC Literacy</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 15/16

**CARDIOVASCULAR SONOGRAPHY**
The cardiovascular sonography curriculum provides the individual with the knowledge and skills necessary to acquire, process, and evaluate the human heart and vascular structures. A cardiovascular sonographer uses high frequency sound waves to produce images of the heart and vascular structures.

Course work includes effective communication and patient care skills combined with a knowledge of physics, human anatomy, physiology, and pathology, all of which are essential to obtaining high quality sonographic images.

Graduates may be eligible to apply to the American Registry of Diagnostic Medical Sonographers for examinations in physics, cardiovascular physics, vascular physics, and adult echocardiography. Graduates may find employment in hospitals, physicians’ offices, mobile services, and educational institutions.

### Pre-Requisite Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-163</td>
<td>Basic Anat &amp; Physiology</td>
<td>5</td>
</tr>
<tr>
<td>COM-231</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>MAT-152</td>
<td>Statistical Methods I</td>
<td>4</td>
</tr>
<tr>
<td>PHY-110</td>
<td>Conceptual Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY-110A</td>
<td>Conceptual Physics Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 16

**Pre-Requisite courses must be taken prior to program application deadline date**

### Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVS-160</td>
<td>CVS Clinical Ed I</td>
<td>5</td>
</tr>
<tr>
<td>CVS-163</td>
<td>Echo I</td>
<td>4</td>
</tr>
<tr>
<td>MAT-143</td>
<td>Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>-OR- MAT-171</td>
<td>Precalculus Algebra</td>
<td>4</td>
</tr>
<tr>
<td>SON-112</td>
<td>Sonographic Terminology</td>
<td>1</td>
</tr>
<tr>
<td>SON-271</td>
<td>Doppler Sonography Topics</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 15/16

### Spring Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA-111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>-OR- ACA-122</td>
<td>College Transfer Success</td>
<td>1</td>
</tr>
<tr>
<td>SPA-111</td>
<td>Elementary Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPA-181</td>
<td>Spanish Lab 1</td>
<td>1</td>
</tr>
<tr>
<td>SPA-112</td>
<td>Elementary Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPA-182</td>
<td>Spanish Lab 2</td>
<td>1</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>SPA-141</td>
<td>Culture and Civilization</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 19

### Community Spanish Interpreter

**A55370**

The community Spanish interpreter curriculum prepares individuals to work as entry-level bilingual professionals who will provide communication access in interview and interactive settings. In addition, this curriculum provides educational training for working professionals who want to acquire Spanish language skills.

Course work includes the acquisition of Spanish: grammar, structure, and sociolinguistic properties, cognitive processes associated with interpretation between Spanish and English; the structure and character of the Hispanic community; and acquisition of communication skills.

Graduates should qualify for entry-level jobs as para-professional bilingual employees in educational systems or a variety of community settings. Individuals may choose from part-time, full-time, or self-employment/free-lance positions, or apply language skills to other human service related areas.

### Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA-111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>-OR- ACA-122</td>
<td>College Transfer Success</td>
<td>1</td>
</tr>
<tr>
<td>SPA-111</td>
<td>Elementary Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPA-181</td>
<td>Spanish Lab 1</td>
<td>1</td>
</tr>
<tr>
<td>SPA-112</td>
<td>Elementary Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPA-182</td>
<td>Spanish Lab 2</td>
<td>1</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>SPA-141</td>
<td>Culture and Civilization</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 18

### Spring Semester 1
### OCCUPATIONAL / TECHNICAL / CAREER PROGRAMS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-110</td>
<td>Math Measurement &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>OR- MAT-143</td>
<td>Quantitative Literacy</td>
<td>4</td>
</tr>
<tr>
<td>SPA-211</td>
<td>Intermediate Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>ENG-112</td>
<td>Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>SPA-161</td>
<td>Cultural Immersion</td>
<td>3</td>
</tr>
<tr>
<td>SPI-113</td>
<td>Intro. to Spanish Inter.</td>
<td>3</td>
</tr>
<tr>
<td>PHI-240</td>
<td>Introduction to Ethics OR</td>
<td>3</td>
</tr>
<tr>
<td>HUM-215</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours: 18/19**

### Fall Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPI-114</td>
<td>Ana.Skills Spanish Inter</td>
<td>3</td>
</tr>
<tr>
<td>SPA-120</td>
<td>Spanish for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>SPI-213</td>
<td>Review of Grammar</td>
<td>3</td>
</tr>
<tr>
<td>SPA-212</td>
<td>Intermediate Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPA-281</td>
<td>Spanish Lab 3</td>
<td>1</td>
</tr>
<tr>
<td>SPA-282</td>
<td>Spanish Lab 4</td>
<td>1</td>
</tr>
<tr>
<td>SPI-245</td>
<td>Community Interpreting (General track only)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 14/17**

### Spring Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA-231</td>
<td>Reading and Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPI-214</td>
<td>Intro. to Translation</td>
<td>3</td>
</tr>
<tr>
<td>SPA-215</td>
<td>Spanish Phonetics/Structu</td>
<td>3</td>
</tr>
<tr>
<td>SPA-221</td>
<td>Spanish Conversation</td>
<td>3</td>
</tr>
<tr>
<td>WBL-111</td>
<td>Work-Based Learning I</td>
<td>1</td>
</tr>
<tr>
<td>WBL-115</td>
<td>Work-Based Learning Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>SPI-221</td>
<td>Consecutive Interpreting I (Med track only)</td>
<td>3</td>
</tr>
<tr>
<td>SPI-243</td>
<td>Medical Interpreting I (Med track only)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 14/20**

*Students may either take SPI 245 Community Interpreting I for general community interpreting, or they may take SPI 221 Consecutive Interpreting I and SPI 243 Medical Interpreting I to specialize in medical interpreting.*

*Students in the general community interpreting track should take SPI 245 in Fall Semester 2. Students in the medical interpreting track should take SPI 221 and SPI 243 in Spring Semester 2.*

### Community Spanish Interpreter Diploma (D55370)

#### Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA-111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>OR- ACA-122</td>
<td>College Transfer Success</td>
<td>1</td>
</tr>
<tr>
<td>SPA-111</td>
<td>Elementary Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPA-112</td>
<td>Elementary Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 10**

#### Spring Semester

### Spanish Language Certificate C55370C1

#### Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPI-113</td>
<td>Intro. to Spanish Inter.</td>
<td>3</td>
</tr>
<tr>
<td>SPI-114</td>
<td>Ana.Skills Spanish Inter.</td>
<td>3</td>
</tr>
<tr>
<td>SPI-213</td>
<td>Review of Grammar</td>
<td>3</td>
</tr>
<tr>
<td>SPI-245</td>
<td>Community Interpreting I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 15**

#### Spring Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA-221</td>
<td>Spanish Conversation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 3**

### Spanish Interpreter Certificate C55370C2

#### Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPI-113</td>
<td>Intro. to Spanish Inter.</td>
<td>3</td>
</tr>
<tr>
<td>SPI-114</td>
<td>Ana.Skills Spanish Inter.</td>
<td>3</td>
</tr>
<tr>
<td>SPI-245</td>
<td>Community Interpreting I</td>
<td>3</td>
</tr>
<tr>
<td>SPI-213</td>
<td>Review of Grammar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 12**

#### Spring Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA-221</td>
<td>Spanish Conversation</td>
<td>3</td>
</tr>
<tr>
<td>SPA-231</td>
<td>Reading and Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 6**

*CLEP test or completion of SPA-112 required for SPA-211*
SPA-221 Spanish Conversation .........................................3
SPI-214 Ana. Skills Spanish Inte........................................3

**Total Credit Hours** 6

*CLEP test or completion of SPA 212 required for SPA 221*

| Medical Community Spanish Interpreter Certificate |
| CS5370C4 |

<table>
<thead>
<tr>
<th>Fall Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPI-113 Intro. to Spanish Inter. .......................3</td>
</tr>
<tr>
<td>SPI-114 Ana.Skills Spanish Inter. ......................3</td>
</tr>
<tr>
<td>SPI-213 Review of Grammar ............................3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 9

<table>
<thead>
<tr>
<th>Spring Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>WBL-111 Work-Based Learning I .........................1</td>
</tr>
<tr>
<td>WBL-115 Work-Based Learning Seminar I ...............1</td>
</tr>
<tr>
<td>SPI-221 Consecutive Interpreting I ..................3</td>
</tr>
<tr>
<td>SPI-243 Medical Interpreting I .....................3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 8

*Admission to Medical Community Spanish Interpreter Certificate requires one of the following:*
1. Completion of the Community Spanish Interpreter Certificate at JCC
2. Satisfactory Completion (C or better) of SPA 212
3. CLEP credit through SPA 212

---

**COMPUTED TOMOGRAPHY IMAGING**

**Computed Tomography Imaging**

C45200

The computed tomography imaging program curriculum, a specialty for radiographers, prepares the individual to use specialized equipment to visualize cross-sectional anatomical structures and aid physicians in the demonstration of pathologies and disease processes. Individuals entering this curriculum must be registered or registry eligible radiologic technologists by the ARRT.

Course work prepares the technologist to provide patient care and perform studies utilizing imaging equipment, professional communication, and quality assurance in scheduled and emergency procedures through academic and clinical studies.

Graduates may be eligible to sit for the American Registry of Radiologic Technologist advanced level testing in computed tomography and/or magnetic resonance imaging examinations. They may find employment in facilities that perform these imaging procedures.

This program is offered in collaboration with Edgecombe Community College and Johnston Community College.

| CAT-210 CT Physics and Equipment .....................3 |
| CAT-211 CT Procedures ....................................4 |
| CAT-231 CT Clinical Practicum ..........................11 |

**Total Credit Hours** 18

**COMPUTER INTEGRATED MACHINING**

**Computer Integrated Machining**

A50210

The computer-integrated machining curriculum prepares students with the analytical, creative and innovative skills necessary to take a production idea from an initial concept through design, development and production, resulting in a finished product.

Course work may include manual machining, computer applications, engineering design, computer-aided drafting (CAD), computer-aided machining (CAM), blueprint interpretation, advanced computerized numeric control (CNC) equipment, basic and advanced machining operations, precision measurement and high-speed multi-axis machining.

Graduates should qualify for employment as machining technicians in high-tech manufacturing, rapid-prototyping and rapid-manufacturing industries, specialty machine shops, fabrication industries, and high-tech or emerging industries such as aerospace, aviation, medical, and renewable energy, and to sit for machining certification examinations.

| ACA-111 College Student Success ..................1 |
| ENG-111 Writing and Inquiry ........................3 |
| MAC-141 Machining Applications I ................4 |
| MAC-141A Machining Appl I Lab ...................2 |
| BPR-111 Print Reading ................................2 |
| MAC-121 Intro to CNC .................................2 |
| MAC-151 Machining Calculations ..................2 |
| MAC-171 Measure/Material & Safety ............1 |

**Total Credit Hours** 17

| MAT-110 Math Measurement & Literacy ..............3 |
| DFT-119 Basic CAD ....................................2 |
| ISC-112 Industrial Safety ...........................2 |
| MAC-112 Machining Technology II ..................6 |
| MAC-124 CNC Milling .................................2 |
| MAC-152 Adv Machining Calc ........................2 |

**Total Credit Hours** 17
# OCCUPATIONAL / TECHNICAL / CAREER PROGRAMS

## Fall Semester 2
- HUM-115 Critical Thinking ................................. 3
- MAC-122 CNC Turning ........................................... 2
- MAC-241 Jigs & Fixtures I ..................................... 4
- MEC-231 Comp-Aided Manufact I ......................... 3
- MAC-224 Advanced CNC Milling ......................... 2
- WLD-112 Basic Welding Processes ...................... 2

**Total Credit Hours 16**

## Spring Semester 2
- BUS-230 Small Business Management ............... 3
- PSY-118 Interpersonal Psychology .................... 3
- COM-110 Introduction to Communication ............ 3
- MAC-247 Production Tooling ............................. 2
- MAC-233 Appl in CNC Machining .................... 6
- MEC-232 Comp-Aided Manufact II ................... 3

**Total Credit Hours 20**

## Computer Integrated Machining Diploma D50210

### Fall Semester 1
- ACA-111 College Student Success ...................... 1
- ENG-102 Applied Communications II .................. 3
- MAC-141 Machining Applications I .......................... 4
- MAC-141A Machining Appl I Lab ...................... 2
- BPR-111 Print Reading ......................................... 2
- MAC-121 Intro to CNC ......................................... 2
- MAC-151 Machining Calculations ..................... 2
- MAC-171 Measure/Material & Safety .................. 1

**Total Credit Hours 17**

### Spring Semester 1
- MAT-110 Math Measurement & Literacy .............. 3
- DFT-119 Basic CAD ............................................. 2
- ISC-112 Industrial Safety .................................... 2
- MAC-112 Machining Technology II ..................... 6
- MAC-124 CNC Milling ......................................... 2
- MAC-152 Adv Machining Calc ............................ 2

**Total Credit Hours 17**

## COSMETOLOGY

### Cosmetology Degree A55140

The cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multi-cultural practices, business/computer...
principles, product knowledge, and other selected topics. Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

### Fall Semester 1
- ACA-111 College Student Success .............................. 1.00
- BUS-151 People Skills .............................................. 3.00
- COS-111 Cosmetology Concepts I .............................. 4.00
- COS-112 Salon I ...................................................... 8.00

**Total Credit Hours** 16

### Spring Semester 1
- COS-113 Cosmetology Concepts II ............................ 4.00
- COS-114 Salon II .................................................... 8.00
- ENG-111 Writing and Inquiry ................................... 3.00

**Total Credit Hours** 15

### Summer Semester 1
- COS-115 Cosmetology Concepts III ........................... 4.00
- COS-116 Salon III ...................................................... 4.00

**Total Credit Hours** 8

### Fall Semester 2
- COM-120 Intro Interpersonal Com ............................. 3.00
- COS-117 Cosmetology Concepts IV ............................. 2.00
- COS-118 Salon IV .................................................. 7.00

**Total Credit Hours** 12

### Cosmetology Instructor Certificate C55160

The cosmetology Instructor curriculum provides a course of study for learning the skills needed to teach the theory and practice of cosmetology as required by the North Carolina Board of Cosmetic Arts. Course work includes requirements for becoming an instructor, introduction to teaching theory, methods and aids, practice teaching, and development of evaluation instruments. Graduates of the program may be employed as cosmetology instructors in public or private education and business.

### Fall Semester 1
- COS-271 Instructor Concepts I ................................ 5.00
- COS-272 Instructor Practicum I ............................... 7.00

**Total Credit Hours** 12

### Spring Semester 1
- COS-273 Instructor Concepts II ............................... 5.00
- COS-274 Instructor Practicum II ............................... 7.00

**Total Credit Hours** 12

### Cosmetology Diploma D55140

**Fall Semester 1**
- ACA-111 College Student Success ........................... 1.00
- ENG-102 Applied Communications II .................... 3.00
- COS-111 Cosmetology Concepts I ........................... 4.00
- COS-112 Salon I ...................................................... 8.00

**Total Credit Hours** 16

### Spring Semester 1
- COS-113 Cosmetology Concepts II ........................... 4.00
- COS-114 Salon II .................................................... 8.00
- PSY-118 Interpersonal Psychology .......................... 3.00

**Total Credit Hours** 15

### Summer Semester 1
- COS-115 Cosmetology Concepts III ........................... 4.00
- COS-116 Salon III ...................................................... 4.00

**Total Credit Hours** 8

### Fall Semester 2
- COS-271 Cosmetology Concepts IV ........................... 5.00
- COS-118 Salon IV .................................................. 7.00

**Total Credit Hours** 12

### Cosmetology Instructor Certificate C55160

The cosmetology Instructor curriculum provides a course of study for learning the skills needed to teach the theory and practice of cosmetology as required by the North Carolina Board of Cosmetic Arts. Course work includes requirements for becoming an instructor, introduction to teaching theory, methods and aids, practice teaching, and development of evaluation instruments. Graduates of the program may be employed as cosmetology instructors in public or private education and business.

### Fall Semester 1
- COS-271 Instructor Concepts I ............................... 5.00
- COS-272 Instructor Practicum I ............................... 7.00

**Total Credit Hours** 12

### Spring Semester 1
- COS-273 Instructor Concepts II ............................... 5.00
- COS-274 Instructor Practicum II ............................... 7.00

**Total Credit Hours** 12
CRIMINAL JUSTICE TECHNOLOGY

Criminal Justice Technology Degree
A55180

The criminal justice technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. The criminal justice system's role within society will be explored.

Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA-111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>CJC-111</td>
<td>Intro to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJC-131</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJC-112</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CJC-132</td>
<td>Court Procedure &amp; Evidence</td>
<td>3</td>
</tr>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 16

Spring Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-112</td>
<td>Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>CJC-121</td>
<td>Law Enforcement Operations</td>
<td>3</td>
</tr>
<tr>
<td>CJC-141</td>
<td>Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CJC-211</td>
<td>Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CJC-113</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Fall Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC-212</td>
<td>Ethics &amp; Comm Relations</td>
<td>3</td>
</tr>
<tr>
<td>POL-120</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>CJC-215</td>
<td>Organization &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>CJC-213</td>
<td>Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>BIO-110</td>
<td>Principles of Biology</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credit Hours 16

Spring Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC-214</td>
<td>Victimology</td>
<td>3</td>
</tr>
</tbody>
</table>

Criminal Justice Technology Latent Evidence Degree
A5518A

Latent evidence is a concentration under the curriculum of criminal justice technology. This curriculum is designed to provide knowledge of latent evidence systems and operations. Study will focus on local, state, and federal law enforcement, evidence processing and procedures.

Students will learn both theory and hands-on analysis of latent evidence. They will learn fingerprint classification, identification, and chemical development. Students will record, cast, and recognize footwear and tire-tracks; and process crime scenes. Issues and concepts of communications and the use of computers and computer assisted design programs in crime scene technology will be discussed.

Graduates should qualify for employment in a variety of criminal justice organizations especially in local, state, and federal law enforcement, and correctional agencies.

Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA-111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>CJC-111</td>
<td>Intro to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJC-131</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJC-121</td>
<td>Law Enforcement Operations</td>
<td>3</td>
</tr>
<tr>
<td>CJC-144</td>
<td>Crime Scene Processing</td>
<td>3</td>
</tr>
<tr>
<td>CJC-251</td>
<td>Forensic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 17

Spring Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-110</td>
<td>Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td>CJC-121</td>
<td>Law Enforcement Operations</td>
<td>3</td>
</tr>
<tr>
<td>CJC-146</td>
<td>Trace Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CJC-221</td>
<td>Investigative Principles</td>
<td>4</td>
</tr>
<tr>
<td>CJC-113</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 17

Fall Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC-212</td>
<td>Ethics &amp; Comm Relations</td>
<td>3</td>
</tr>
<tr>
<td>CJC-112</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CJC-244</td>
<td>Footwear and Tire Imprint</td>
<td>3</td>
</tr>
<tr>
<td>CJC-245</td>
<td>Friction Ridge Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG-112</td>
<td>Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>HUM-115</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
</tbody>
</table>
### OCCUPATIONAL / TECHNICAL / CAREER PROGRAMS

#### Total Credit Hours 18

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC-214</td>
<td>Victimology</td>
<td>3</td>
</tr>
<tr>
<td>CJC-246</td>
<td>Adv. Friction Ridge Analy</td>
<td>3</td>
</tr>
<tr>
<td>CJC-231</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>CJC-250</td>
<td>Forensic Biology I</td>
<td>3</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Total Credit Hours 15

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC-244</td>
<td>Footwear and Tire Imprint</td>
<td>3</td>
</tr>
<tr>
<td>CJC-245</td>
<td>Friction Ridge Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CJC-250</td>
<td>Forensic Biology I</td>
<td>3</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Double Major in Criminal Justice Technology – Latent Evidence Associates in Applied Science Degree

#### Fall Semester 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC-144</td>
<td>Crime Scene Processing</td>
<td>3</td>
</tr>
<tr>
<td>CJC-244</td>
<td>Footwear and Tire Imprint</td>
<td>3</td>
</tr>
<tr>
<td>CJC-245</td>
<td>Friction Ridge Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CJC-250</td>
<td>Forensic Biology I</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Total Credit Hours 13

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC-146</td>
<td>Trace Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CJC-246</td>
<td>Adv. Friction Ridge Analy</td>
<td>3</td>
</tr>
<tr>
<td>CJC-250</td>
<td>Forensic Biology I</td>
<td>3</td>
</tr>
<tr>
<td>HET-119</td>
<td>Mechanical Transmissions</td>
<td>3</td>
</tr>
<tr>
<td>HET-230</td>
<td>Air Brakes</td>
<td>2</td>
</tr>
<tr>
<td>MAT-110</td>
<td>Math Measurement &amp; Literacy</td>
<td>2</td>
</tr>
<tr>
<td>TRN-110</td>
<td>Intro to Transport Tech</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Spring Semester 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC-141</td>
<td>Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CJC-211</td>
<td>Counseling</td>
<td>3</td>
</tr>
<tr>
<td>SOC-210</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Total Credit Hours 9

#### Diesel and Heavy Equipment Technology Degree A60460

A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain diesel engines in vehicles such as heavy duty trucks over one ton classification, buses, ships, railroad locomotives, and equipment; as well as stationary diesel engines in electrical generators and related equipment.

Course work may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/transaxles, and sustainable transportation, depending on the program major area chosen.

Graduates of this pathway should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry.

#### Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA-111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>COM-110</td>
<td>Introduction to Communication</td>
<td>3</td>
</tr>
<tr>
<td>CIS-111</td>
<td>Basic PC Literacy</td>
<td>2</td>
</tr>
<tr>
<td>HET-110</td>
<td>Diesel Engines</td>
<td>6</td>
</tr>
<tr>
<td>HET-125</td>
<td>Preventive Maintenance</td>
<td>2</td>
</tr>
<tr>
<td>HET-128</td>
<td>Medium/Heavy Duty Tune Up</td>
<td>2</td>
</tr>
<tr>
<td>TRN-110</td>
<td>Intro to Transport Tech</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Total Credit Hours 18

#### Spring Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HET-119</td>
<td>Mechanical Transmissions</td>
<td>3</td>
</tr>
<tr>
<td>HET-230</td>
<td>Air Brakes</td>
<td>2</td>
</tr>
<tr>
<td>MAT-110</td>
<td>Math Measurement &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>TRN-120</td>
<td>Basic Transp Electricity</td>
<td>5</td>
</tr>
<tr>
<td>TRN-120A</td>
<td>Basic Transp Electrical Lab</td>
<td>1</td>
</tr>
<tr>
<td>TRN-140</td>
<td>Transp Climate Control</td>
<td>2</td>
</tr>
<tr>
<td>TRN-140A</td>
<td>Transp Climate Cont Lab</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Total Credit Hours 12

#### Summer Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HYD-112</td>
<td>Hydraulics-Med/Heavy Duty</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Total Credit Hours 2

#### Spring Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>HET-114</td>
<td>Power Trains</td>
<td>5</td>
</tr>
<tr>
<td>HET-231</td>
<td>Med/Hvy.Duty Brake System</td>
<td>2</td>
</tr>
<tr>
<td>HET-233</td>
<td>Suspension and Steering</td>
<td>4</td>
</tr>
<tr>
<td>WLD-112</td>
<td>Basic Welding Processes</td>
<td>2</td>
</tr>
<tr>
<td>HUM-115</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
</tbody>
</table>

### DIESEL AND HEAVY EQUIPMENT TECHNOLOGY
## Diesel and Heavy Equipment Technology Diploma

**D60460**

### Fall Semester 1
- **ACA-111** College Student Success ..................................... 1
- **ENG-102** Applied Communications II .................................... 3
- **WLD-112** Basic Welding Processes ...................................... 2
- **HET-110** Diesel Engines .................................................. 6
- **HET-125** Preventive Maintenance ....................................... 2
- **HET-128** Medium/Heavy Duty Tune Up ................................ 2
- **TRN-110** Intro to Transport Tech ....................................... 2

**Total Credit Hours** 18

### Spring Semester 1
- **HET-119** Mechanical Transmissions ..................................... 3
- **HET-230** Air Brakes .......................................................... 2
- **MAT-110** Math Measurement & Literacy .................................. 3
- **TRN-120** Basic Transp Electricity ....................................... 2
- **TRN-120A** Basic Transp Electrical Lab .................................. 1
- **TRN-140** Transp Climate Control ......................................... 2
- **TRN-140A** Transp Climate Cont Lab ..................................... 2

**Total Credit Hours** 18

### Summer Semester 1
- **HYD-112** Hydraulics-Med/Heavy Duty .................................. 2

**Total Credit Hours** 2

### Engine Concentration Certificate

**C60460C1**

### Fall Semester 1
- **HET-110** Diesel Engines .................................................. 6
- **HET-125** Preventive Maintenance ....................................... 2
- **HET-128** Medium/Heavy Duty Tune Up ................................ 2
- **TRN-110** Intro to Transport Tech ....................................... 2

**Total Credit Hours** 12

## Electrical Concentration Certificate

**C60460C2**

### Spring Semester 2
- **ELN-112** Diesel Electronics System .................................... 4
- **ELN-113** Electronic Fuel Injection ....................................... 2
- **HET-115** Electronic Engines ............................................... 3
- **TRN-170** Pc Skills for Transp ............................................. 2
- **PSY-118** Interpersonal Psychology .................................... 3

**Total Credit Hours** 19

## Power Train Concentration Certificate

**C60460C3**

### Fall Semester 1
- **HET-114** Power Trains ..................................................... 5
- **HET-231** Med/Hvy.Duty Brake System .................................. 2
- **HET-233** Suspension and Steering ...................................... 4
- **WLD-112** Basic Welding Processes ..................................... 2

**Total Credit Hours** 12

### Spring Semester 2
- **CIS-111** Basic PC Literacy ............................................... 2
- **ELN-112** Diesel Electronics System .................................... 4
- **ELN-113** Electronic Fuel Injection ....................................... 2
- **HET-115** Electronic Engines ............................................... 3
- **TRN-170** PC Skills for Transp ............................................. 2

**Total Credit Hours** 13

## Electronics Concentration Certificate

**C60460C4**

### Spring Semester 2
- **HET-111** Diesel Engines .................................................. 6
- **HET-215** Electronic Fuel Injection ....................................... 2
- **TRN-170** PC Skills for Transp ............................................. 2

**Total Credit Hours** 13

## EARLY CHILDHOOD EDUCATION

### Early Childhood Education Degree

**A55220**

### Fall Semester 1
- **ACA-111** College Student Success ..................................... 1
- **ENG-111** Writing and Inquiry ............................................ 3
- **EDU-119** Intro to Early Child Educ ..................................... 4
- **EDU-144** Child Development I ........................................... 3
- **EDU-151** Creative Activities .............................................. 3
- **EDU-153** Health, Safety & Nutrit ........................................ 3

**Total Credit Hours** 17
### Spring Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-112</td>
<td>Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>EDU-145</td>
<td>Child Development II</td>
<td>3</td>
</tr>
<tr>
<td>EDU-146</td>
<td>Child Guidance</td>
<td>3</td>
</tr>
<tr>
<td>EDU-162</td>
<td>Observ &amp; Assess in Ece</td>
<td>3</td>
</tr>
<tr>
<td>EDU-234</td>
<td>Infants, Toddlers, &amp; Twos</td>
<td>3</td>
</tr>
<tr>
<td>EDU-251</td>
<td>Exploration Activities</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 18

### Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-131</td>
<td>Child, Family, &amp; Commun</td>
<td>3</td>
</tr>
<tr>
<td>EDU-214</td>
<td>Early Child Interm Pract</td>
<td>3</td>
</tr>
<tr>
<td>EDU-221</td>
<td>Children With Exceptional</td>
<td>3</td>
</tr>
<tr>
<td>EDU-280</td>
<td>Language &amp; Literacy Exp</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective – See List</td>
<td>2/3</td>
<td></td>
</tr>
<tr>
<td>Other Major Hours Elective – See List</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 16

### Spring Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-271</td>
<td>Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDU-284</td>
<td>Early Child Capstone Prac</td>
<td>4</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective – See List</td>
<td>2/3</td>
<td></td>
</tr>
<tr>
<td>Other Major Hours Elective – See List</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 18/20

---

**Early Childhood Certificate C55220C1**

### Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-119</td>
<td>Intro to Early Child Educ</td>
<td>4</td>
</tr>
<tr>
<td>EDU-131</td>
<td>Child, Family, &amp; Commun</td>
<td>3</td>
</tr>
<tr>
<td>EDU-153</td>
<td>Health, Safety &amp; Nutrit</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 10

### Spring Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-145</td>
<td>Child Development II</td>
<td>3</td>
</tr>
<tr>
<td>EDU-146</td>
<td>Child Guidance</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 6

---

Upon completion of the EDU-119 course within the certificate shown above, students are eligible to apply for the North Carolina Early Childhood Credential (NCECC) through the North Carolina Division of Child Development and Early Education. Students must earn a C or better in EDU 119 in order to be eligible. Applications are available through the NC Division of Child Development and Early Education. See your advisor for more details.

Upon completion of the certificate shown above, students are eligible to apply for the National Child Development Associate Credential (Preschool CDA credential) provided through the Council for Professional Recognition in Washington, DC. Students must earn a C or better in all courses. These courses count for the 120 hours of professional education requirement. Additional requirements for the CDA must also be met before...
**Administraion Certificate C55220C2**

<table>
<thead>
<tr>
<th>Fall Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-119 Intro to Early Child Educ</td>
<td>4</td>
</tr>
<tr>
<td>EDU-261 Early Childhood Admin I</td>
<td>3</td>
</tr>
<tr>
<td>BUS or EDU – See List Below</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-146 Child Guidance</td>
<td>3</td>
</tr>
<tr>
<td>EDU-262 Early Childhood Admin II</td>
<td>3</td>
</tr>
<tr>
<td>BUS or EDU – See List Below</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Take 6 credits:**

- BUS-137 Principles of Management
- BUS-260 Business Communication
- EDU-131 Child, Family, & Community
- EDU-144 Child Development I
- EDU-145 Child Development II
- EDU-146 Child Guidance
- EDU-151 Creative Activities
- EDU-153 Health, Safety & Nutrition
- EDU-157 Active Play
- EDU-162 Observ & Assess in ECE
- EDU-221 Children With Exceptional
- EDU-234 Infants, Toddlers, & Twos
- EDU-251 Exploration Activities
- EDU-271 Educational Technology
- EDU-280 Language & Literacy Exp

Upon completion of the EDU-119 course within the certificate shown above, students are eligible to apply for the North Carolina Early Childhood Credential (NCECC) through the North Carolina Division of Child Development and Early Education. Students must earn a C or better in EDU 119 in order to be eligible. Applications are available through the NC Division of Child Development and Early Education. See your advisor for more details.

Upon completion of EDU 261 and EDU 262 and 7 semester hours of additional EDU coursework (and portfolio assignments if applicable) within the certificate shown above, students are eligible to apply for the North Carolina Administration Credential available through the NC Division of Child Development. Applications are available through the NC Division of Child Development. See your advisor for more details.

---

**Emergency Medical Science Degree A45340**

The emergency medical science curriculum provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce.

Students will gain complex knowledge, competency, and experience while employing evidence based practice under medical oversight, and serve as a link from the scene into the healthcare system.

Graduates of this program may be eligible to take state and/or national certification examinations. Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies.

<table>
<thead>
<tr>
<th>Fall Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS-110 EMT</td>
<td>8</td>
</tr>
<tr>
<td>MED-120 Survey of Med Terminology</td>
<td>2</td>
</tr>
<tr>
<td>MAT-143 Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>BIO-163 Basic Anat &amp; Physiology</td>
<td>5</td>
</tr>
<tr>
<td>HSC-110 Orientation to Health Careers</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS-122 EMS Clinical Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>EMS-130 Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>EMS-131 Advanced Airway Management</td>
<td>2</td>
</tr>
<tr>
<td>EMS-140 Rescue Scene Management</td>
<td>2</td>
</tr>
<tr>
<td>EMS-160 Cardiology I</td>
<td>2</td>
</tr>
<tr>
<td>ENG-111 Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS-221 EMS Clinical Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>ENG-112 Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>PHI-240 Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS-220 Cardiology II</td>
<td>3</td>
</tr>
<tr>
<td>EMS-231 EMS Clinical Pract III</td>
<td>3</td>
</tr>
<tr>
<td>EMS-250 Medical Emergencies</td>
<td>4</td>
</tr>
<tr>
<td>EMS-260 Trauma Emergencies</td>
<td>2</td>
</tr>
<tr>
<td>PSY-150 General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
FIRE PROTECTION TECHNOLOGY

Fire Protection Technology Degree A55240

The fire protection technology curriculum is designed to provide students with knowledge and skills in the technical, managerial, and leadership areas necessary for advancement within the fire protection community and related firefighting industries, and to provide currently employed firefighters with knowledge and skills often required for promotional consideration.

Course work includes diverse fire protection subject areas, including fire prevention and safety, public education, building construction, fire ground strategies and tactics, and local government finance and laws, as they apply to emergency services management. Emphasis includes understanding fire characteristics and the structural consequences of fire; risk assessment and management; and relevant research, communications, and leadership methodologies.

Employment opportunities exist with fire departments, governmental agencies, industrial firms,

Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA-111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>CIS-111</td>
<td>Basic PC Literacy</td>
<td>2</td>
</tr>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>FIP-120</td>
<td>Intro to Fire Protection</td>
<td>3</td>
</tr>
<tr>
<td>FIP-124</td>
<td>Fire Prevention &amp; Public Ed</td>
<td>3</td>
</tr>
<tr>
<td>FIP-132</td>
<td>Building Construction</td>
<td>3</td>
</tr>
<tr>
<td>FIP-136</td>
<td>Inspections &amp; Codes</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Spring Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-112</td>
<td>Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>FIP-128</td>
<td>Detection &amp; Investigation</td>
<td>3</td>
</tr>
<tr>
<td>FIP-152</td>
<td>Fire Protection Law</td>
<td>3</td>
</tr>
<tr>
<td>FIP-164</td>
<td>OSHA Standards</td>
<td>3</td>
</tr>
<tr>
<td>FIP-220</td>
<td>Fire Fighting Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MAT-110</td>
<td>Math Measurement &amp; Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Fall Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIP-221</td>
<td>Adv Fire Fighting Strat</td>
<td>3</td>
</tr>
<tr>
<td>EPT-140</td>
<td>Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>FIP-240</td>
<td>Fire Service Supervision</td>
<td>3</td>
</tr>
<tr>
<td>FIP-276</td>
<td>Managing Fire Services</td>
<td>3</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Spring Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIP-256</td>
<td>Munic Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>FIP-228</td>
<td>Local Govt Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIP-248</td>
<td>Fire Svc Personnel Adm</td>
<td>3</td>
</tr>
<tr>
<td>FIP-260</td>
<td>Fire Protect Planning</td>
<td>3</td>
</tr>
<tr>
<td>HUM-115</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Fire Management Certificate C55240C1

Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIP-120</td>
<td>Intro to Fire Protection</td>
<td>3</td>
</tr>
<tr>
<td>FIP-240</td>
<td>Fire Service Supervision</td>
<td>3</td>
</tr>
<tr>
<td>FIP-276</td>
<td>Managing Fire Services</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Spring Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIP-152</td>
<td>Fire Protection Law</td>
<td>3</td>
</tr>
<tr>
<td>FIP-228</td>
<td>Local Govt Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIP-248</td>
<td>Fire Svc Personnel Adm</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Fire Investigation Certificate C55240C2

Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIP-120</td>
<td>Intro to Fire Protection</td>
<td>3</td>
</tr>
<tr>
<td>FIP-124</td>
<td>Fire Prevention &amp; Public Ed</td>
<td>3</td>
</tr>
<tr>
<td>FIP-132</td>
<td>Building Construction</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIP-136</td>
<td>Inspections &amp; Codes</td>
<td>3</td>
</tr>
<tr>
<td>FIP-228</td>
<td>Local Govt Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIP-152</td>
<td>Fire Protection Law</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 12

### Industrial Systems Technology Degree

#### Fall Semester 1
- AHR-110 Intro to Refrigeration: 5 credits
- AHR-160 Refrigerant Certification: 1 credit
- MNT-110 Intro to Maint Procedures: 2 credits
- BPR-115 Print Reading: 2 credits
- ELC-131 Circuit Analysis I: 4 credits
- ELC-131A Circuit Analysis I Lab: 1 credit
- CIS-110 Introduction to Computers: 3 credits
- WLD-112 Basic Welding Processes: 2 credits

**Total Credit Hours:** 20

#### Spring Semester 1
- ISC-112 Industrial Safety: 2 credits
- AHR-112 Heating Technology: 4 credits
- ELC-113 Residential Wiring: 4 credits
- ELC-118 National Electrical Code: 3 credits
- DFT-119 Basic CAD: 3 credits
- ENG-111 Writing and Inquiry: 3 credits
- MAT-121 Algebra/Trigonometry I: 3 credits

**Total Credit Hours:** 20

#### Fall Semester 2
- ELC-128 Intro to PLC: 3 credits
- HYD-110 Hydraulics/Pneumatics I: 3 credits
- ELC-117 Motors and Controls: 4 credits
- MAC-141 Machining Applications I: 4 credits
- HUM-115 Critical Thinking: 3 credits

**Total Credit Hours:** 17

#### Spring Semester 2
- ELC-229 Applications Project: 2 credits
- MNT-240 Indus Equip Troubleshoot: 2 credits
- ATR-112 Intro. to Automation: 3 credits
- PSY-118 Interpersonal Psychology: 3 credits
- OR- PSY-150 General Psychology: 3 credits
- ELC-228 PLC Applications: 4 credits
- COM-110 Introduction to Communication: 3 credits
- OR- ENG-112 Writing/Research in the Disc: 3 credits

**Total Credit Hours:** 17

### Industrial Systems Technology Diploma

#### Fall Semester 1
- MNT-110 Intro to Maint Procedures: 2 credits
- BPR-115 Elc/Fluid Power Diagram: 2 credits
- ELC-131 Circuit Analysis I: 4 credits
- ELC-131A Circuit Analysis I Lab: 1 credit
- CIS-110 Introduction to Computers: 3 credits

**Total Credit Hours:** 12

#### Spring Semester 1
- ISC-112 Industrial Safety: 2 credits
- ELC-113 Residential Wiring: 4 credits
- ELC-118 National Electrical Code: 2 credits
- ATR-112 Intro. to Automation: 3 credits
- DFT-119 Basic CAD: 3 credits
- ENG-111 Writing and Inquiry: 3 credits
- MAT-121 Algebra/Trigonometry I: 3 credits

**Total Credit Hours:** 19

#### Fall Semester 2
- MAC 141 Machining Applications I: 4 credits
- ELC-128 Intro to PLC: 3 credits
- HYD-110 Hydraulics/Pneumatics I: 3 credits
- ELC-117 Motors and Controls: 4 credits

**Total Credit Hours:** 14

### Advanced Maintenance Procedures Certificate

#### Fall Semester 1
- ELC-128 Intro to PLC: 3 credits
- HYD-110 Hydraulics/Pneumatics I: 3 credits
- ELC-117 Motors and Controls: 4 credits

**Total Credit Hours:** 10

#### Spring Semester 1
- ATR-112 Intro. to Automation: 3 credits

**Total Credit Hours:** 3
Basic Electrical Certificate Certificate  
C50240C3

Fall Semester 1  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC-131</td>
<td>Circuit Analysis I</td>
<td>4</td>
</tr>
<tr>
<td>ELC-131A</td>
<td>Circuit Analysis I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 8

Spring Semester 1  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC-113</td>
<td>Residential Wiring</td>
<td>4</td>
</tr>
<tr>
<td>ELC-118</td>
<td>National Electrical Code</td>
<td>2</td>
</tr>
<tr>
<td>ISC-112</td>
<td>Industrial Safety</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours 8

INFANT/TODDLER CARE CERTIFICATE

Infant/Toddler Care Certificate  
C55290

The curriculum prepares individuals to work with children from infancy to three years of age in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with infants and toddlers.

Course work includes infant/toddler growth and development: physical/nutritional needs of infants and toddlers; safety issues in the care of infants and toddlers; care and guidance; communication skills with families and children; design an implementation of appropriate curriculum; and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate infant/toddler programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Early Head Start Programs, and other infant/toddler programs.

Fall Semester 1  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-119</td>
<td>Intro to Early Child Educ</td>
<td>4</td>
</tr>
<tr>
<td>EDU-131</td>
<td>Child, Family, &amp; Commun</td>
<td>3</td>
</tr>
<tr>
<td>EDU-144</td>
<td>Child Development I</td>
<td>3</td>
</tr>
<tr>
<td>EDU-153</td>
<td>Health, Safety &amp; Nutrit</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 13

Spring Semester 1  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-234</td>
<td>Infants, Toddlers, &amp; Twos</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours

Upon completion of the EDU-119 course within the certificate shown above, students are eligible to apply for the National Child Development Associate Credential (Infant/Toddler CDA credential) provided through the Council for Professional Recognition in Washington, DC. Students must earn a C or better in all courses. These courses count for the 120 hours of professional education requirement. Additional requirements for the CDA must also be met prior to applying. See your advisor for more details.

INFORMATION TECHNOLOGY

Information Technology Degree  
A25590

The networking technology curriculum prepares individuals for employment supporting network infrastructure environments. Students will learn how to use technologies to provide reliable transmission and delivery of data, voice, image, and video communications in business, industry, and education.

Course work includes design, installation, configuration, and management of network infrastructure technologies and network operating systems. Emphasis is placed on the implementation and management of network software and the implementation and management of hardware such as switches and routers.

Graduates may find employment in entry-level jobs as local area network managers, network operators, network analysts, and network technicians. Graduates may also be qualified to take certification examinations for various network industry certifications, depending on their local program.

Fall Semester 1  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS-110</td>
<td>Operating Systems Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>CTI-110</td>
<td>Web, Pgm, &amp; Db Foundation</td>
<td>3</td>
</tr>
<tr>
<td>CTI-120</td>
<td>Network &amp; Sec Foundation</td>
<td>3</td>
</tr>
<tr>
<td>CTS-115</td>
<td>Info Sys Business Concepts</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Spring Semester 1  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS-120</td>
<td>Linux/UNIX Single User</td>
<td>3</td>
</tr>
<tr>
<td>NOS-130</td>
<td>Windows Single User</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td>Credits</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SEC-110</td>
<td>Security Concepts</td>
<td>3</td>
</tr>
<tr>
<td>NET-125</td>
<td>Networking Basics</td>
<td>3</td>
</tr>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Summer Semester 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET-126</td>
<td>Routing Basics</td>
<td>3</td>
</tr>
<tr>
<td>HUM-115</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>CTS-120</td>
<td>Hardware/Software Support</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Network Foundation Certificate**

**C25590C1**

**Fall Semester 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS-110</td>
<td>Operating Systems Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>CTI-110</td>
<td>Web, Pgm, &amp; Db Foundation</td>
<td>3</td>
</tr>
<tr>
<td>CTI-120</td>
<td>Network &amp; Sec Foundation</td>
<td>3</td>
</tr>
<tr>
<td>CTS-115</td>
<td>Info Sys Business Concepts</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Operating Sys. Foundation Certificate**

**C25590C2**

**Fall Semester 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS-120</td>
<td>Linux/UNIX Single User</td>
<td>3</td>
</tr>
<tr>
<td>NOS-130</td>
<td>Windows Single User</td>
<td>3</td>
</tr>
<tr>
<td>SEC-110</td>
<td>Security Concepts</td>
<td>3</td>
</tr>
<tr>
<td>NET-125</td>
<td>Networking Basics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Network Specialist I Certificate**

**C25590C3**

**Fall Semester 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS-220</td>
<td>Linux/Unix Admin I</td>
<td>3</td>
</tr>
<tr>
<td>NOS-230</td>
<td>Windows Administration I</td>
<td>3</td>
</tr>
<tr>
<td>NET-225</td>
<td>Routing &amp; Switching I</td>
<td>3</td>
</tr>
<tr>
<td>MAT-110</td>
<td>Math Measurement &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Network Specialist II Certificate**

**C25590C4**

**Fall Semester 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET-226</td>
<td>Routing and Switching II</td>
<td>3</td>
</tr>
<tr>
<td>NET-289</td>
<td>Networking Project</td>
<td>3</td>
</tr>
<tr>
<td>NOS-231</td>
<td>Windows Administration II</td>
<td>3</td>
</tr>
<tr>
<td>CIS-115</td>
<td>Intro to Prog &amp; Logic</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
The Magnetic Resonance Imaging (MRI) program prepares students to become MRI technologists and skilled health care professionals that are trained to use magnetic energy fields to produce images of the human body. Course work includes clinical rotations, imaging fundamentals, MRI physics, procedures, anatomy, pathology, patient care, and imaging ethics and law, in a medical environment. Graduates of accredited programs may be eligible to take the American Registry of Radiologic Technologists (ARRT) national examination for certification and registration as MRI technologists. This program is offered in collaboration with Edgecombe Community College and Johnston Community College.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-111</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MRI-213</td>
<td>MR Patient Care &amp; Safety</td>
<td>2</td>
</tr>
<tr>
<td>MRI-216</td>
<td>MRI Instrumentation</td>
<td>2</td>
</tr>
<tr>
<td>MRI-250</td>
<td>MRI Clinical Education I</td>
<td>4</td>
</tr>
<tr>
<td>MRI-214</td>
<td>MRI Procedures I</td>
<td>2</td>
</tr>
<tr>
<td>MRI-217</td>
<td>MRI Physics I</td>
<td>2</td>
</tr>
<tr>
<td>MRI-241</td>
<td>MRI Anatomy &amp; Pathology I</td>
<td>2</td>
</tr>
<tr>
<td>MRI-260</td>
<td>MRI Clinical Education II</td>
<td>7</td>
</tr>
<tr>
<td>MRI-215</td>
<td>MRI Procedures II</td>
<td>2</td>
</tr>
<tr>
<td>MRI-218</td>
<td>MRI Physics II</td>
<td>2</td>
</tr>
<tr>
<td>MRI-242</td>
<td>MRI Anatomy * &amp; Pathology II</td>
<td>2</td>
</tr>
<tr>
<td>MRI-270</td>
<td>MRI Clinical Education III</td>
<td>8</td>
</tr>
<tr>
<td>MRI-271</td>
<td>MRI Capstone</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours: 42

The medical assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures.

Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, medical transcription, computer operations; assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration; and ethical/legal issues associated with patient care.

Graduates of CAAHEP-accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants’ Certification Examination to become Certified Medical Assistants. Employment opportunities include physicians’ offices, health maintenance organizations, health departments, and hospitals.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-111</td>
<td>Basic Anat &amp; Physiology (1)</td>
<td>5</td>
</tr>
<tr>
<td>ENG-112</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>HSC-110</td>
<td>Orientation to Health Careers</td>
<td>1</td>
</tr>
<tr>
<td>MED-110</td>
<td>Orientation to Med Assist</td>
<td>1</td>
</tr>
<tr>
<td>MED-118</td>
<td>Medical Law and Ethics</td>
<td>2</td>
</tr>
<tr>
<td>MED-121</td>
<td>Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>MED-130</td>
<td>Admin Office Proc I</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours: 17

Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED-122</td>
<td>Medical Terminology II</td>
<td>3</td>
</tr>
<tr>
<td>MED-131</td>
<td>Admin Office Proc II</td>
<td>2</td>
</tr>
<tr>
<td>MED-140</td>
<td>Exam Room Procedures I</td>
<td>5</td>
</tr>
<tr>
<td>MED-150</td>
<td>Laboratory Procedures I</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credit Hours: 18

Spring Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MED-260</td>
<td>MED Clinical Practicum</td>
<td>5</td>
</tr>
<tr>
<td>MED-262</td>
<td>Clinical Perspectives</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours: 9

Summer Semester 1
### Medical Assisting Diploma

**D45400**

<table>
<thead>
<tr>
<th>Fall Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-163 Basic Anat &amp; Physiology (1)</td>
<td>5</td>
</tr>
<tr>
<td>ENG-111 Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>HSC-110 Orientation to Health Careers</td>
<td>1</td>
</tr>
<tr>
<td>MED-110 Orientation to Med Assist</td>
<td>1</td>
</tr>
<tr>
<td>MED-118 Medical Law and Ethics</td>
<td>2</td>
</tr>
<tr>
<td>MED-121 Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>MED-130 Admin Office Proc I</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MED-122 Medical Terminology II</td>
<td>3</td>
</tr>
<tr>
<td>MED-131 Admin Office Proc II</td>
<td>2</td>
</tr>
<tr>
<td>MED-140 Exam Room Procedures I</td>
<td>5</td>
</tr>
<tr>
<td>MED-150 Laboratory Procedures I</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY-150 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MED-260 MED Clinical Practicum</td>
<td>5</td>
</tr>
<tr>
<td>MED-262 Clinical Perspectives</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

### Medical Office Administration Degree

**A25310**

<table>
<thead>
<tr>
<th>Fall Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MED-121 Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>OST-130 Comprehensive Keyboarding</td>
<td>3</td>
</tr>
<tr>
<td>ENG-111 Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>ACA-111 College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>CIS-110 Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>-OR- CIS-111 Basic PC Literacy</td>
<td>2</td>
</tr>
<tr>
<td>PSY-150 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HUM-115 Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>-OR- PHI-240 Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>18/19</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MED-122 Medical Terminology II</td>
<td>3</td>
</tr>
<tr>
<td>OST-132 Keyboard Skill Building</td>
<td>2</td>
</tr>
<tr>
<td>OST-136 Word Processing</td>
<td>3</td>
</tr>
<tr>
<td>OST-148 Med Coding Billing &amp; Insu</td>
<td>3</td>
</tr>
<tr>
<td>OST-164 Text Editing Applications</td>
<td>3</td>
</tr>
<tr>
<td>OST-281 Emer Issues in Med Ofc</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OST-149 Medical/Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>OST-247 Procedure Coding</td>
<td>2</td>
</tr>
<tr>
<td>OST-248 Diagnostic Coding</td>
<td>2</td>
</tr>
<tr>
<td>MAT-110 Math Measurement &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ENG-112 Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>BUS-260 Business Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OST-243 Med Office Simulation</td>
<td>3</td>
</tr>
<tr>
<td>OST-289 Administrative Office Mgt</td>
<td>3</td>
</tr>
<tr>
<td>ACC-149 Intro. to Acct Spreadsheets</td>
<td>2</td>
</tr>
<tr>
<td>MAT-110 Math Measurement &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ENG-112 Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>OST-184 Records Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

### MEDICAL OFFICE ADMINISTRATION

<table>
<thead>
<tr>
<th>Fall Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MED-121 Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>OST-130 Comprehensive Keyboarding</td>
<td>3</td>
</tr>
<tr>
<td>ACA-111 College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>CIS-110 Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>-OR- CIS-111 Basic PC Literacy</td>
<td>2</td>
</tr>
<tr>
<td>PSY-150 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HUM-115 Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>-OR- PHI-240 Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>9/10</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MED-122 Medical Terminology II</td>
<td>3</td>
</tr>
<tr>
<td>OST-132 Keyboard Skill Building</td>
<td>2</td>
</tr>
<tr>
<td>OST-136 Word Processing</td>
<td>3</td>
</tr>
<tr>
<td>OST-148 Med Coding Billing &amp; Insu</td>
<td>3</td>
</tr>
<tr>
<td>OST-164 Text Editing Applications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>
Fall Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST-149</td>
<td>Medical Legal Issue</td>
<td>3</td>
</tr>
<tr>
<td>OST-247</td>
<td>Procedure Coding</td>
<td>2</td>
</tr>
<tr>
<td>OST-248</td>
<td>Diagnostic Coding</td>
<td>2</td>
</tr>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 10

Spring Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST-243</td>
<td>Med Office Simulation</td>
<td>3</td>
</tr>
<tr>
<td>ENG-112</td>
<td>Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>OST-184</td>
<td>Records Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Medical Administrative Specialist Certificate
C25310C1

Fall Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST-148</td>
<td>Med Coding Billing &amp; Insu</td>
<td>3</td>
</tr>
<tr>
<td>OST-149</td>
<td>Medical Legal Issue</td>
<td>3</td>
</tr>
<tr>
<td>OST-243</td>
<td>Med Office Simulation</td>
<td>3</td>
</tr>
<tr>
<td>MED-121</td>
<td>Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>MED-122</td>
<td>Medical Terminology II</td>
<td>3</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>-OR- CIS-111</td>
<td>Basic PC Literacy</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours 17/18

Medical Records Technician Certificate
C25310C2

Fall Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST-149</td>
<td>Medical Legal Issue</td>
<td>3</td>
</tr>
<tr>
<td>MED-121</td>
<td>Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>MED-122</td>
<td>Medical Terminology II</td>
<td>3</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>-OR- CIS-111</td>
<td>Basic PC Literacy</td>
<td>2</td>
</tr>
<tr>
<td>OST-184</td>
<td>Records Management</td>
<td>3</td>
</tr>
<tr>
<td>OST-281</td>
<td>Emer Issues in Med Ofc</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 17/18

Health Insurance Specialist
C25310C4

Fall Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST-148</td>
<td>Med Coding Billing &amp; Insu</td>
<td>3</td>
</tr>
<tr>
<td>OST-149</td>
<td>Medical Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>MED-121</td>
<td>Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>MAT-143</td>
<td>Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>-OR- MAT-171</td>
<td>Precalculus Algebra</td>
<td>4</td>
</tr>
<tr>
<td>SON-110</td>
<td>Intro to Sonography</td>
<td>3</td>
</tr>
<tr>
<td>SON-130</td>
<td>Abdominal Sonography I</td>
<td>3</td>
</tr>
<tr>
<td>SON-222</td>
<td>Selected SON Clinical Ed</td>
<td>2</td>
</tr>
<tr>
<td>SON-271</td>
<td>Doppler Sonography Topics</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours 13/14

Spring Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>

MEDICAL SONOGRAPHY

Medical Sonography Degree
A45440

The medical sonography curriculum provides knowledge and clinical skills in the application of high frequency sound waves to image internal body structures.

Course work includes physics, cross-sectional anatomy, abdominal, introductory vascular, and obstetrical/gynecological sonography. Competencies are attained in identification of normal anatomy and pathological processes, use of equipment, fetal growth and development, integration of related imaging, and patient interaction skills.

Graduates of accredited programs may be eligible to take examinations in ultrasound physics and instrumentation and specialty examinations administered by the American Registry of Diagnostic Medical Sonographers and find employment in clinics, physicians' offices, mobile services, hospitals, and educational institutions.

Pre-Requisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-163</td>
<td>Basic Anat &amp; Physiology (1)</td>
<td>5</td>
</tr>
<tr>
<td>COM-231</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>MAT-152</td>
<td>Statistical Methods I</td>
<td>4</td>
</tr>
<tr>
<td>PHY-110</td>
<td>Conceptual Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY-110A</td>
<td>Conceptual Physics Lab</td>
<td>3</td>
</tr>
</tbody>
</table>

Please note:

- BIO 163 OR BIO 168 AND BIO 169
- MAT 152 OR College Level Statistics OR College Level Algebra
- PHY 110A OR College Level Physics

Fall Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-143</td>
<td>Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>-OR- MAT-171</td>
<td>Precalculus Algebra</td>
<td>4</td>
</tr>
<tr>
<td>SON-110</td>
<td>Intro to Sonography</td>
<td>3</td>
</tr>
<tr>
<td>SON-130</td>
<td>Abdominal Sonography I</td>
<td>3</td>
</tr>
<tr>
<td>SON-222</td>
<td>Selected SON Clinical Ed</td>
<td>2</td>
</tr>
<tr>
<td>SON-271</td>
<td>Doppler Sonography Topics</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours 16

Spring Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>
SON-111 Sonographic Physics ...........................................4
SON-120 SON Clinical Ed I................................................5
SON-131 Abdominal Sonography II ..................................2
SON-140 Gynecological Sonography .................................2
SON-241 Obstetrical Sonography I....................................2

Total Credit Hours 18

Summer Semester 1
SON-121 SON Clinical Ed II................................................5

Total Credit Hours 5

Fall Semester 2
PHI-240 Introduction to Ethics.........................................3
SON-220 Son Clinical Ed III...............................................8
SON-242 Obstetrical Sonography II ....................................2
SON-250 Vascular Sonography ..........................................2
SON-274 Neurosonology ....................................................2

Total Credit Hours 17

(1) Must be taken prior to program application deadline date.

NUCLEAR MEDICINE TECHNOLOGY

Nuclear Medicine Technology Degree
A45460

The nuclear medicine technology curriculum provides the clinical and didactic experience necessary to prepare students to qualify as entry-level nuclear medicine technologists.

Students will acquire the knowledge and skills necessary to properly perform clinical procedures. These skills include patient care, use of radioactive materials, operation of imaging and counting instrumentation, and laboratory procedures.

Graduates may be eligible to apply for certification/registration examinations given by the Nuclear Medicine Technology Certification Board and the American Registry of Radiologic Technologists.

Fall Semester 1

BIO-168 Anatomy and Physiology I ....................................4
CHM-131 Introduction to Chemistry ...................................3
CHM-131A Intro to Chemistry Lab.................................1
ENG-111 Writing and Inquiry.............................................3
HSC-110 Orientation to Health Careers .............................1
NMT-110 Intro to Nuclear Medicine .................................2
MAT-171 Precalculus Algebra ..........................................4

Total Credit Hours 18

Spring Semester 1
BIO-169 Anatomy and Physiology II ................................4
CIS-111 Basic PC Literacy................................................2
COM-231 Public Speaking...............................................3
NMT-126 Nuclear Physics...............................................2
NMT-134 Nuclear Pharmacy ..........................................2

Total Credit Hours 13

Summer Semester 1
NMT-132 Overview-Clinical Nuc Med..............................4
NMT-212 Proc for Nuclear Med I.................................2

Total Credit Hours 6

Fall Semester 2
NMT-211 NMT Clinical Practice I.................................7
NMT-215 Non-Imaging Instrumentation ...........................2
NMT-217 Radiobiology and Protection............................2
PET-110 Introduction to PET ........................................2
PHI-240 Introduction to Ethics ......................................3

Total Credit Hours 16

Spring Semester 2
NMT-221 NMT Clinical Practice II...............................7
NMT-222 Proc for Nuclear Med II.................................2
NMT-289 Nuc Med Tech Topics ....................................3
PET-112 PET Procedures.............................................3
PSY-150 General Psychology ........................................3

Total Credit Hours 18

NURSE AIDE

Nurse Aide Certificate
C45840

The Nurse Aide curriculum prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services for persons of all ages.

Topics include growth and development, personal care,
vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills.

Upon completion, the student may be eligible for listing as a Nurse Aide I and other selected Nurse Aide registries as determined by the local program of study.

<table>
<thead>
<tr>
<th>Fall Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC-110 Orientation to Health Careers ......................1</td>
</tr>
<tr>
<td>NAS-101 Nurse Aide I ............................................6</td>
</tr>
<tr>
<td>NAS-102 Nurse Aide II ............................................6</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
</tr>
</tbody>
</table>

**Nurse Aide Diploma**

D45970

A program that prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services for persons of all ages. Topics include growth and development, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills. Upon completion, the student may be eligible for listing as a Nurse Aide I and other selected Nurse Aide registries as determined by the local program of study.

<table>
<thead>
<tr>
<th>Fall Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-111 Writing and Inquiry ...................................3</td>
</tr>
<tr>
<td>HSC-110 Orientation to Health Careers ......................1</td>
</tr>
<tr>
<td>HSC-140 Transcultural Healthcare ................................2</td>
</tr>
<tr>
<td>MED-180 CPR Certification .......................................1</td>
</tr>
<tr>
<td>NAS-101 Nurse Aide I ............................................6</td>
</tr>
<tr>
<td>PSY-150 General Psychology ......................................3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
</tr>
</tbody>
</table>

**Office Administration Degree**

A25370

The office administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

<table>
<thead>
<tr>
<th>Fall Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST-130 Comprehensive Keyboarding ..........................3</td>
</tr>
<tr>
<td>OST-162 Executive Terminology ..................................3</td>
</tr>
<tr>
<td>ENG-111 Writing and Inquiry .....................................3</td>
</tr>
<tr>
<td>ACA-111 College Student Success ................................1</td>
</tr>
<tr>
<td>-OR- ACA-122 College Transfer Success ........................1</td>
</tr>
<tr>
<td>CIS-110 Introduction to Computers ..............................3</td>
</tr>
<tr>
<td>-OR- CIS-111 Basic PC Literacy ..................................2</td>
</tr>
<tr>
<td>ACC-115 College Accounting ......................................4</td>
</tr>
<tr>
<td>PSY-150 General Psychology ......................................3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-112 Writing/Research in the Disc ......................3</td>
</tr>
<tr>
<td>BIO-168 Anatomy and Physiology I ............................4</td>
</tr>
<tr>
<td>PHI-240 Introduction to Ethics ................................3</td>
</tr>
<tr>
<td>NAS-102 Nurse Aide II ............................................6</td>
</tr>
<tr>
<td>PSY-241 Developmental Psychology ............................3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-169 Anatomy and Physiology II ............................4</td>
</tr>
<tr>
<td>MAT-110 Math Measurement &amp; Literacy .........................3</td>
</tr>
<tr>
<td>-OR- MAT-143 Quantitative Literacy ............................3</td>
</tr>
<tr>
<td>NAS-103 Home Health Care Nurse Aide .........................6</td>
</tr>
<tr>
<td>-OR- NAS-106 Geriatric Aide ....................................6</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>ACC-149</td>
</tr>
<tr>
<td>ACC-152</td>
</tr>
<tr>
<td>OST-289</td>
</tr>
<tr>
<td>CIS-126</td>
</tr>
<tr>
<td>MKT-120</td>
</tr>
<tr>
<td>MAT-110</td>
</tr>
<tr>
<td>Total Credit Hours</td>
</tr>
</tbody>
</table>

### Spring Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC-149</td>
<td>Intro to Acc Spreadsheets</td>
<td>2</td>
</tr>
<tr>
<td>ACC-152</td>
<td>Advanced Software Appl.</td>
<td>2</td>
</tr>
<tr>
<td>OST-289</td>
<td>Administrative Office Mgt.</td>
<td>3</td>
</tr>
<tr>
<td>CIS-126</td>
<td>Graphics Software Intro</td>
<td>3</td>
</tr>
<tr>
<td>MKT-120</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

### Office Administration Diploma

**D25370**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST-130</td>
<td>Comprehensive Keyboarding</td>
<td>3</td>
</tr>
<tr>
<td>OST-162</td>
<td>Executive Terminology</td>
<td>3</td>
</tr>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>ACA-111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>-OR- ACA-122</td>
<td>College Transfer Success</td>
<td>1</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>-OR- CIS-111</td>
<td>Basic PC Literacy</td>
<td>2</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>12/13</td>
</tr>
</tbody>
</table>

### Spring Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST-132</td>
<td>Keyboard Skill Building</td>
<td>2</td>
</tr>
<tr>
<td>OST-136</td>
<td>Word Processing</td>
<td>3</td>
</tr>
<tr>
<td>OST-164</td>
<td>Text Editing Applications</td>
<td>3</td>
</tr>
<tr>
<td>OST-184</td>
<td>Records Management</td>
<td>3</td>
</tr>
<tr>
<td>ENG-112</td>
<td>Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

### Fall Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST-140</td>
<td>Internet Comm/Research</td>
<td>2</td>
</tr>
<tr>
<td>OST-236</td>
<td>Adv Word/Information Proc</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

### Spring Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST-289</td>
<td>Administrative Office Mgt.</td>
<td>3</td>
</tr>
<tr>
<td>CIS-126</td>
<td>Graphics Software Intro</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

### Office Administration Certificate

**C25370C1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST-130</td>
<td>Comprehensive Keyboarding</td>
<td>3</td>
</tr>
<tr>
<td>OST-136</td>
<td>Word Processing</td>
<td>3</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>-OR- CIS-111</td>
<td>Basic PC Literacy</td>
<td>2</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>8/9</td>
</tr>
</tbody>
</table>

### Spring Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST-184</td>
<td>Records Management</td>
<td>3</td>
</tr>
<tr>
<td>OST-236</td>
<td>Adv Word/Information Proc</td>
<td>3</td>
</tr>
<tr>
<td>OST-132</td>
<td>Keyboard Skill Building</td>
<td>2</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

### Office Technology Design

**C25370C2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST-140</td>
<td>Internet Comm/Research</td>
<td>2</td>
</tr>
<tr>
<td>OST-284</td>
<td>Emerging Technologies</td>
<td>2</td>
</tr>
<tr>
<td>CIS-110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>-OR- CIS-111</td>
<td>Basic PC Literacy</td>
<td>2</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>6/7</td>
</tr>
</tbody>
</table>

### Spring Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST-136</td>
<td>Word Processing</td>
<td>3</td>
</tr>
<tr>
<td>CIS-126</td>
<td>Graphics Software Intro</td>
<td>3</td>
</tr>
<tr>
<td>MKT-120</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>OST-233</td>
<td>Office Publications Design</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

### PARALEGAL TECHNOLOGY

**Paralegal Technology Degree**

**A25380**

The paralegal technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks and assisting with substantive legal work. A paralegal/legal assistant may not practice law, give legal advice, or represent clients in a court of law.

Course work includes substantive and procedural legal knowledge in the areas of civil litigation, legal research and writing, real estate, family law, wills, estates, trusts, and commercial law. Required courses also include subjects such as English, mathematics, and computer utilization.

Graduates are trained to assist attorneys in probate work, investigations, public records search, drafting and filing legal documents, research, and office management. Employment opportunities are available in private law firms, governmental agencies, banks, insurance agencies, and
other business organizations.

<table>
<thead>
<tr>
<th>Fall Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA-111 College Student Success .....................................1</td>
<td></td>
</tr>
<tr>
<td>LEX-110 Intro to Paralegal Study ......................................2</td>
<td></td>
</tr>
<tr>
<td>LEX-120 Legal Research/Writing I .....................................3</td>
<td></td>
</tr>
<tr>
<td>LEX-140 Civil Litigation I ..............................................3</td>
<td></td>
</tr>
<tr>
<td>LEX-280 Ethics &amp; Professionalism ........................................2</td>
<td></td>
</tr>
<tr>
<td>ENG-111 Writing and Inquiry .............................................3</td>
<td></td>
</tr>
<tr>
<td>MAT-110 Math Measurement &amp; Literacy ....................................3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 17

<table>
<thead>
<tr>
<th>Spring Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-112 Writing/Research in the Disc ................................3</td>
<td></td>
</tr>
<tr>
<td>LEX-121 Legal Research/Writing II ....................................3</td>
<td></td>
</tr>
<tr>
<td>LEX-141 Civil Litigation II .............................................3</td>
<td></td>
</tr>
<tr>
<td>PHI-240 Introduction to Ethics ..........................................3</td>
<td></td>
</tr>
<tr>
<td>LEX-130 Civil Injuries ....................................................3</td>
<td></td>
</tr>
<tr>
<td>CIS-110 Introduction to Computers ....................................3</td>
<td></td>
</tr>
<tr>
<td>-OR- CIS-111 Basic PC Literacy ........................................2</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 17/18

<table>
<thead>
<tr>
<th>Fall Semester 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>POL-120 American Government ...........................................3</td>
<td></td>
</tr>
<tr>
<td>LEX-150 Commercial Law I .................................................3</td>
<td></td>
</tr>
<tr>
<td>LEX-210 Real Property I ...................................................3</td>
<td></td>
</tr>
<tr>
<td>LEX-250 Wills, Estates, &amp; Trusts ........................................3</td>
<td></td>
</tr>
<tr>
<td>OST-136 Word Processing ..................................................3</td>
<td></td>
</tr>
<tr>
<td>ACC-115 College Accounting ................................................4</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 19

<table>
<thead>
<tr>
<th>Spring Semester 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEX-160 Criminal Law &amp; Procedure .......................................3</td>
<td></td>
</tr>
<tr>
<td>LEX-214 Investigat &amp; Trial Prep ..........................................3</td>
<td></td>
</tr>
<tr>
<td>LEX-240 Family Law ..........................................................3</td>
<td></td>
</tr>
<tr>
<td>BUS-260 Business Communication .......................................3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 12

**General Law Office Certificate C25380**

The General Law Office certificate is an option available to students who have completed a two-year or four-year degree in any discipline.

In order for a student to be eligible to sit for the North Carolina Certified Paralegal exam 10 hours of LEX courses must be taken as seated, in-person courses. This applies to all certificates, diplomas and degrees in the paralegal program at Johnston Community College.

<table>
<thead>
<tr>
<th>Fall Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEX-120 Legal Research/Writing I .....................................3</td>
<td></td>
</tr>
<tr>
<td>LEX-140 Civil Litigation I ..............................................3</td>
<td></td>
</tr>
<tr>
<td>LEX-250 Wills, Estates, &amp; Trusts ........................................3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

<table>
<thead>
<tr>
<th>Spring Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEX-130 Civil Injuries ....................................................3</td>
<td></td>
</tr>
<tr>
<td>LEX-160 Criminal Law &amp; Procedure .......................................3</td>
<td></td>
</tr>
<tr>
<td>LEX-240 Family Law ..........................................................3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

**PHARMACY TECHNOLOGY**

**Pharmacy Technology Degree A45580**

The pharmacy technology program prepares individuals to assist the pharmacist in duties that a technician can legally perform and to function within the boundaries prescribed by the pharmacist and the employment agency.

Students will prepare prescription medications, mix intravenous solutions and other specialized medications, update patient profiles, maintain inventories, package medications in unit-dose or med-card form, and gather data used by pharmacists to monitor drug therapy.

Employment opportunities include retail, hospitals, nursing homes, research laboratories, wholesale drug companies, and pharmaceutical manufacturing facilities. Graduates from the program may be eligible to take the National Certification Examination to become a certified pharmacy technician.

<table>
<thead>
<tr>
<th>Fall Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-111 Writing and Inquiry .............................................3</td>
<td></td>
</tr>
<tr>
<td>MAT-110 Math Measurement &amp; Literacy ....................................3</td>
<td></td>
</tr>
<tr>
<td>PHM-110 Introduction to Pharmacy .......................................3</td>
<td></td>
</tr>
<tr>
<td>PHM-111 Pharmacy Practice I ...............................................4</td>
<td></td>
</tr>
<tr>
<td>PHM-115 Pharmacy Calculations ..........................................3</td>
<td></td>
</tr>
<tr>
<td>PHM-115A Pharmacy Calculations Lab ...................................1</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 17

<table>
<thead>
<tr>
<th>Spring Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHM-118 Sterile Products ..................................................4</td>
<td></td>
</tr>
<tr>
<td>PHM-120 Pharmacology I ....................................................3</td>
<td></td>
</tr>
<tr>
<td>PHM-134 Pharmacy Clinical ................................................4</td>
<td></td>
</tr>
<tr>
<td>PHM-140 Trends in Pharmacy ...............................................2</td>
<td></td>
</tr>
<tr>
<td>PHM-155 Community Pharmacy ..............................................3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 16
### OCCUPATIONAL / TECHNICAL / CAREER PROGRAMS

#### Summer Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHM-125</td>
<td>Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>PHM-132</td>
<td>Pharmacy Clinical</td>
<td>2</td>
</tr>
<tr>
<td>PHM-165</td>
<td>Pharmacy Prof Practice</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 7

#### Fall Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHM-125</td>
<td>Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>PHM-132</td>
<td>Pharmacy Clinical</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 7

#### Spring Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI-240</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHM-135</td>
<td>Pharmacy Clinical</td>
<td>5</td>
</tr>
<tr>
<td>PHM-160</td>
<td>Pharm Dosage Forms</td>
<td>3</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 14

---

### PHLEBOTOMY

#### Phlebotomy Certificate

**C45600**

Prepares individuals to obtain blood and other specimens for the purpose of laboratory analysis. Graduates may be eligible for national certification as phlebotomy technicians.

#### Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBT-100</td>
<td>Phlebotomy Technology</td>
<td>6</td>
</tr>
<tr>
<td>PBT-101</td>
<td>Phlebotomy Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PSY-118</td>
<td>Interpersonal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPA 120</td>
<td>Spanish for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>-OR-</td>
<td>ASL 111 – Elementary ASL I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 15

---

### RADIOGRAPHY

#### Radiography Degree

**A45700**

The radiography curriculum prepares the graduate to be a radiographer, a skilled health care professional who uses radiation to produce images of the human body.

Course work includes clinical rotations to area health care facilities, radiographic exposure, image processing, radiographic procedures, physics, pathology, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiobiology.

Graduates of accredited programs are eligible to apply to take the American Registry of Radiologic Technologists' national examination for certification and registration as medical radiographers. Graduates may be employed in hospitals, clinics, physicians' offices, medical laboratories, government agencies, and industry.

#### Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-168</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>MAT-143</td>
<td>Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>RAD-110</td>
<td>Rad Intro &amp; Patient Care</td>
<td>3</td>
</tr>
<tr>
<td>RAD-111</td>
<td>RAD Procedures I</td>
<td>4</td>
</tr>
<tr>
<td>RAD-151</td>
<td>RAD Clinical Ed I</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 16

---

### Pharmacy Technology Diploma

**D45580**

#### Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>MAT-110</td>
<td>Math Measurement &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>PHM-110</td>
<td>Introduction to Pharmacy</td>
<td>3</td>
</tr>
<tr>
<td>PHM-111</td>
<td>Pharmacy Practice I</td>
<td>4</td>
</tr>
<tr>
<td>PHM-115</td>
<td>Pharmacy Calculations</td>
<td>3</td>
</tr>
<tr>
<td>PHM-115A</td>
<td>Pharmacy Calculations Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 17

#### Spring Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHM-118</td>
<td>Sterile Products</td>
<td>4</td>
</tr>
<tr>
<td>PHM-120</td>
<td>Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>PHM-134</td>
<td>Pharmacy Clinical</td>
<td>4</td>
</tr>
<tr>
<td>PHM-140</td>
<td>Trends in Pharmacy</td>
<td>2</td>
</tr>
<tr>
<td>PHM-155</td>
<td>Community Pharmacy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 16

#### Summer Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHM-125</td>
<td>Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>PHM-132</td>
<td>Pharmacy Clinical</td>
<td>2</td>
</tr>
<tr>
<td>PHM-165</td>
<td>Pharmacy Prof Practice</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 7

---
**OCCUPATIONAL / TECHNICAL / CAREER PROGRAMS**

**Spring Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-169</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>RAD-112</td>
<td>Rad Procedures II</td>
<td>4</td>
</tr>
<tr>
<td>RAD-121</td>
<td>Radiographic Imaging I</td>
<td>3</td>
</tr>
<tr>
<td>RAD-161</td>
<td>RAD Clinical Ed II</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 19

**Summer Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI-240</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>RAD-122</td>
<td>Radiographic Imaging II</td>
<td>2</td>
</tr>
<tr>
<td>RAD-131</td>
<td>Radiographic Physics I</td>
<td>2</td>
</tr>
<tr>
<td>RAD-171</td>
<td>RAD Clinical Ed III</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 11

**Fall Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RAD-211</td>
<td>RAD Procedures III</td>
<td>3</td>
</tr>
<tr>
<td>RAD-231</td>
<td>Radiographic Physics II</td>
<td>2</td>
</tr>
<tr>
<td>RAD-241</td>
<td>Radiobiology/Protection</td>
<td>2</td>
</tr>
<tr>
<td>RAD-251</td>
<td>RAD Clinical Ed IV</td>
<td>7</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 17

**Spring Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-112</td>
<td>Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>HSC-110</td>
<td>Orientation to Health Careers</td>
<td>1</td>
</tr>
<tr>
<td>HSC-140</td>
<td>Transcultural Healthcare</td>
<td>2</td>
</tr>
</tbody>
</table>

**School-Age Care Certificate C55450**

This curriculum prepares individuals to work with school-age children in diverse learning environments. The curriculum is specifically designed for students planning to work in public or private school-age care environments.

Course work includes child growth/development; physical/nutritional needs of school-age children; care and guidance of school-age children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of school-age populations.

Graduates are prepared to plan and implement developmentally appropriate activities in school-age environments. Employment opportunities include school-age teaching or school-age administration positions in child care/development programs, group leaders, before and after school programs, recreational centers and other programs that work with school-age populations.

**Fall Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-131</td>
<td>Child, Family, &amp; Commun</td>
<td>3</td>
</tr>
<tr>
<td>EDU-158</td>
<td>Healthy Lifestyles-Youth</td>
<td>3</td>
</tr>
<tr>
<td>EDU-235</td>
<td>School-Age Dev &amp; Program</td>
<td>3</td>
</tr>
<tr>
<td>EDU-263</td>
<td>School-Age Program Admin</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 11

**Spring Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-145</td>
<td>Child Development II</td>
<td>3</td>
</tr>
<tr>
<td>EDU-146</td>
<td>Child Guidance OR</td>
<td>3</td>
</tr>
<tr>
<td>EDU-163</td>
<td>Classroom Mgmt &amp; Instruction</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 6

Upon completion of the EDU 145 and EDU 235 or EDU 263 in the certificate above, students will be eligible to apply for the NC School-age Credential through the NC Division of Child Development and Early Education. Students must each a C or better in all courses in order to be eligible. Applications are available through the NC Division of Child Development and Early Education. See your advisor for more details.

**THERAPEUTIC AND DIAGNOSTIC SERVICES**

**Nurse Aide Pathway D45970**

The Therapeutic and Diagnostic Services: Nurse Aide Pathway curriculum is designed to prepare students for careers in the Health Sciences.

Students will complete general education courses that provide a foundation for success in nursing and allied health curricula. Course work emphasizes growth and development throughout the life span, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management; family resources and services; and employment skills. Courses may also provide foundational knowledge needed in the pursuit of advanced health science degrees or programs.

Graduates of this program may be eligible to be listed on the Division of Health Service Regulation (DHSR) Nurse Aide registry as a Nurse Aide I and the N.C. Board of Nursing Nurse Aide II registry as a Nursing Assistant II. Employment opportunities include home health agencies, hospitals, clinics, nursing homes, extended care facilities, and doctor’s offices.

**Fall Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>HSC-110</td>
<td>Orientation to Health Careers</td>
<td>1</td>
</tr>
<tr>
<td>HSC-140</td>
<td>Transcultural Healthcare</td>
<td>2</td>
</tr>
</tbody>
</table>
### Therapeutic Massage Degree

**A45750**

The therapeutic massage curriculum prepares graduates to work in direct client care settings to provide manipulation, methodical pressure, friction and kneading of the body for maintaining wellness or treating alterations in wellness throughout the lifespan.

Courses will include content in normal human anatomy and physiology, therapeutic massage, ethical/legal issues, business practices, nutrition and psychology.

Employment opportunities include hospitals/rehabilitation centers, health departments, home health, medical offices, nursing homes, spas/health/sports clubs, and private practice. Graduates may be eligible to take the Massage and Bodywork Licensing Exam.

#### Fall Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC-110</td>
<td>Orientation to Health Careers</td>
<td>1</td>
</tr>
<tr>
<td>BIO-163</td>
<td>Basic Anat &amp; Physiology</td>
<td>5</td>
</tr>
<tr>
<td>MTH-110</td>
<td>Fundamentals of Massage</td>
<td>10</td>
</tr>
<tr>
<td>MTH-125</td>
<td>Ethics of Massage</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Spring Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>MTH-120</td>
<td>Ther Massage Applications</td>
<td>10</td>
</tr>
<tr>
<td>MTH-121</td>
<td>Clinical Supplement I</td>
<td>1</td>
</tr>
<tr>
<td>MTH-130</td>
<td>Therapeutic Massage Mgmt</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Summer Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-112</td>
<td>Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MTH-221</td>
<td>Clinical Supplement II</td>
<td>2</td>
</tr>
</tbody>
</table>

### Therapeutic Massage Diploma

**D45750**

#### Fall Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC-110</td>
<td>Orientation to Health Careers</td>
<td>1</td>
</tr>
<tr>
<td>BIO-163</td>
<td>Basic Anat &amp; Physiology</td>
<td>5</td>
</tr>
<tr>
<td>MTH-110</td>
<td>Fundamentals of Massage</td>
<td>10</td>
</tr>
<tr>
<td>MTH-125</td>
<td>Ethics of Massage</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Spring Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>MTH-120</td>
<td>Ther Massage Applications</td>
<td>10</td>
</tr>
<tr>
<td>MTH-121</td>
<td>Clinical Supplement I</td>
<td>1</td>
</tr>
<tr>
<td>MTH-130</td>
<td>Therapeutic Massage Mgmt</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Summer Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-112</td>
<td>Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

---

### Details

- **OCCUPATIONAL / TECHNICAL / CAREER PROGRAMS**
- **MED-180 CPR Certification**: 1
- **NAS-101 Nurse Aide I**: 6
- **PSY-150 General Psychology**: 3
- **Total Credit Hours**: 16

### Spring Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-112</td>
<td>Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>BIO-168</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>PHI-240</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>NAS-102</td>
<td>Nurse Aide II</td>
<td>6</td>
</tr>
<tr>
<td>PSY-241</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Summer Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-112</td>
<td>Writing/Research in the Disc</td>
<td>3</td>
</tr>
<tr>
<td>PSY-150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MTH-220</td>
<td>Adv Skills of Massage</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Total Credit Hours

- **Spring Semester 1**: 19
- **Summer Semester 1**: 13/13

*ALL courses may be taken out of sequence, except courses with pre-requisites.*
Therapeutic Massage I Certificate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH-110</td>
<td>Fundamentals of Massage</td>
<td>10</td>
</tr>
<tr>
<td>MTH-125</td>
<td>Ethics of Massage</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Therapeutic Massage II Certificate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH-130</td>
<td>Therapeutic Massage Mgmt</td>
<td>2</td>
</tr>
<tr>
<td>MTH-120</td>
<td>Therapeutic Massage Applications</td>
<td>10</td>
</tr>
<tr>
<td>MTH-121</td>
<td>Clinical Supplement I</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours 13

TRUCK DRIVER TRAINING

Truck Driver Training Certificate C60300

The truck driver training curriculum prepares individuals to drive tractor trailers. This program teaches proper driving procedures, safe driver responsibility, commercial motor vehicle laws and regulations, and the basic principles and practices for operating commercial vehicles.

The course work includes motor vehicle laws and regulations, map reading, vehicle maintenance, safety procedures, daily logs, defensive driving, freight handling, security, and fire protection. Highway driving, training range exercises, and classroom lectures are used to develop the student's knowledge and skills.

Graduates of the curriculum are qualified to take the Commercial Driver's License and are employable by commercial trucking firms. They may also become owners/operators and work as private contract haulers.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRP-100</td>
<td>Truck Driver Training</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

WELDING TECHNOLOGY

Welding Technology Degree A50420

The welding technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes.

Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

Graduates of the welding technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

Fall Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA-111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>ENG-111</td>
<td>Reading and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>WLD-110</td>
<td>Cutting Processes</td>
<td>2</td>
</tr>
<tr>
<td>WLD-112</td>
<td>Basic Welding Processes</td>
<td>2</td>
</tr>
<tr>
<td>WLD-121</td>
<td>GMAW (MIG) FCAW (Plate)</td>
<td>4</td>
</tr>
<tr>
<td>WLD-115</td>
<td>SMAW (Stick) Plate</td>
<td>5</td>
</tr>
<tr>
<td>WLD-141</td>
<td>Symbols &amp; Specifications</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 20

Spring Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-110</td>
<td>Math Measurement &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td>WLD-116</td>
<td>SMAW (stick) Plate/Pipe</td>
<td>4</td>
</tr>
<tr>
<td>WLD-131</td>
<td>GTAW (TIG) Plate</td>
<td>4</td>
</tr>
<tr>
<td>WLD-212</td>
<td>Inert Gas Welding</td>
<td>2</td>
</tr>
<tr>
<td>DFT-119</td>
<td>Basic CAD</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Fall Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATR-112</td>
<td>Intro. to Automation</td>
<td>3</td>
</tr>
<tr>
<td>CIS-111</td>
<td>Basic PC Literacy</td>
<td>2</td>
</tr>
<tr>
<td>HUM-115</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>MAC-121</td>
<td>Introduction to CNC</td>
<td>2</td>
</tr>
<tr>
<td>MAC-141</td>
<td>Machining Applications I</td>
<td>4</td>
</tr>
<tr>
<td>WLD-132</td>
<td>GTAW (TIG) Plate/Pipe</td>
<td>3</td>
</tr>
<tr>
<td>WLD-151</td>
<td>Fabrication I</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credit Hours 21

Spring Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS-230</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>COM-110</td>
<td>Introduction to Communication</td>
<td>3</td>
</tr>
<tr>
<td>ISC-112</td>
<td>Industrial Safety</td>
<td>2</td>
</tr>
<tr>
<td>PSY-118</td>
<td>Interpersonal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>WLD-215</td>
<td>SMAW (stick) Pipe</td>
<td>4</td>
</tr>
<tr>
<td>WLD-251</td>
<td>Fabrication II</td>
<td>3</td>
</tr>
<tr>
<td>WLD-261</td>
<td>Certification Practices</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours 20

Welding Technology Diploma D50420

Fall Semester 1
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA-111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>ENG-102</td>
<td>Applied Communications II</td>
<td>3</td>
</tr>
<tr>
<td>WLD-110</td>
<td>Cutting Processes</td>
<td>2</td>
</tr>
<tr>
<td>WLD-112</td>
<td>Basic Welding Processes</td>
<td>2</td>
</tr>
<tr>
<td>MAC-121</td>
<td>Intro to CNC</td>
<td>2</td>
</tr>
<tr>
<td>WLD-115</td>
<td>SMAW (Stick) Plate</td>
<td>5</td>
</tr>
<tr>
<td>WLD-141</td>
<td>Symbols &amp; Specifications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours 20**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sport Semester 1</strong></td>
<td>MAT-110 Math Measurement &amp; Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>WLD-116 SMAW (stick) Plate/ Pipe</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>WLD-131 GTAW (TIG) Plate</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>WLD-212 Inert Gas Welding</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DFT-119 Basic CAD</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>BUS-230 Small Business Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours 18**

**Mig Certificate C50420C1**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester 1</strong></td>
<td>WLD-110 Cutting Processes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>WLD-121 GMAW (MIG) FCAW/Plate</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>WLD-141 Symbols &amp; Specifications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>WLD-112 Basic Welding Processes</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours 11**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring Semester 1</strong></td>
<td>WLD-212 Inert Gas Welding</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours 2**

**Welding TIG Certificate C50420C3**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester 1</strong></td>
<td>WLD-110 Cutting Processes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>WLD-112 Basic Welding Processes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>WLD-141 Symbols &amp; Specifications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours 7**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring Semester 1</strong></td>
<td>WLD-131 GTAW (TIG) Plate</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>WLD-212 Inert Gas Welding</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours 6**

**Welding Technology Basic Welding Certificate C50420C5**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester 1</strong></td>
<td>WLD-110 Cutting Processes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>WLD-121 GMAW (MIG) FCAW/Plate</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>WLD-112 Basic Welding Processes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>WLD-141 Symbols &amp; Specifications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours 11**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring Semester 1</strong></td>
<td>WLD-131 GTAW (TIG) Plate</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credit Hours 4**

**Welding Stick Certificate C50420C2**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester 1</strong></td>
<td>WLD-110 Cutting Processes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>WLD-115 SMAW (Stick) Plate</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>WLD-141 Symbols &amp; Specifications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>WLD-112 Basic Welding Processes</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours 12**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring Semester 1</strong></td>
<td>WLD-116 SMAW (stick) Plate/ Pipe</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credit Hours 4**
## COURSE CODES AND TITLES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA</td>
<td>Academic Related</td>
</tr>
<tr>
<td>ACC</td>
<td>Accounting</td>
</tr>
<tr>
<td>AHR</td>
<td>Air Conditioning, Heating &amp; Refrigeration</td>
</tr>
<tr>
<td>ALT</td>
<td>Alternative Energy Technology</td>
</tr>
<tr>
<td>ART</td>
<td>Art</td>
</tr>
<tr>
<td>ASL</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>ATR</td>
<td>Automation and Robotics</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology</td>
</tr>
<tr>
<td>BPM</td>
<td>Bioprocess Manufacturing Technology</td>
</tr>
<tr>
<td>BPR</td>
<td>Blueprint Reading</td>
</tr>
<tr>
<td>BTC</td>
<td>Biotechnology</td>
</tr>
<tr>
<td>BUS</td>
<td>Business</td>
</tr>
<tr>
<td>CAT</td>
<td>Computed Tomography</td>
</tr>
<tr>
<td>CHM</td>
<td>Chemistry</td>
</tr>
<tr>
<td>CIS</td>
<td>Information Systems</td>
</tr>
<tr>
<td>CJC</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>COM</td>
<td>Communication</td>
</tr>
<tr>
<td>COS</td>
<td>Cosmetology</td>
</tr>
<tr>
<td>CTI</td>
<td>Computer Tech Integration</td>
</tr>
<tr>
<td>CTS</td>
<td>Computer Information Technology</td>
</tr>
<tr>
<td>CVS</td>
<td>Cardiovascular Sonography</td>
</tr>
<tr>
<td>DBA</td>
<td>Database Management Technology</td>
</tr>
<tr>
<td>DFT</td>
<td>Drafting</td>
</tr>
<tr>
<td>DMA</td>
<td>Developmental Mathematics</td>
</tr>
<tr>
<td>DRE</td>
<td>Developmental Reading/English</td>
</tr>
<tr>
<td>ECO</td>
<td>Economics</td>
</tr>
<tr>
<td>EDU</td>
<td>Education</td>
</tr>
<tr>
<td>EGR</td>
<td>Engineering</td>
</tr>
<tr>
<td>ELC</td>
<td>Electricity</td>
</tr>
<tr>
<td>ELN</td>
<td>Electronics</td>
</tr>
<tr>
<td>EMS</td>
<td>Emergency Medical Science</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
</tr>
<tr>
<td>EPT</td>
<td>Emergency Preparedness</td>
</tr>
<tr>
<td>FIP</td>
<td>Fire Protection Technology</td>
</tr>
<tr>
<td>GEL</td>
<td>Geology</td>
</tr>
<tr>
<td>HEA</td>
<td>Health</td>
</tr>
<tr>
<td>HET</td>
<td>Heavy Equipment Transport Technology</td>
</tr>
<tr>
<td>HIS</td>
<td>History</td>
</tr>
<tr>
<td>HSC</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities</td>
</tr>
<tr>
<td>HYD</td>
<td>Hydraulics</td>
</tr>
<tr>
<td>ISC</td>
<td>Industrial Science</td>
</tr>
<tr>
<td>LEX</td>
<td>Legal Education</td>
</tr>
<tr>
<td>LSG</td>
<td>Landscape Gardening</td>
</tr>
<tr>
<td>MAC</td>
<td>Machining Technology</td>
</tr>
<tr>
<td>MAM</td>
<td>Mammography</td>
</tr>
<tr>
<td>MAT</td>
<td>Mathematics</td>
</tr>
<tr>
<td>MEC</td>
<td>Mechanical</td>
</tr>
<tr>
<td>MED</td>
<td>Medical Assisting</td>
</tr>
<tr>
<td>MKT</td>
<td>Marketing</td>
</tr>
<tr>
<td>MNT</td>
<td>Maintenance</td>
</tr>
<tr>
<td>MRI</td>
<td>Magnetic Resonance Imaging</td>
</tr>
<tr>
<td>MTH</td>
<td>Therapeutic Massage</td>
</tr>
<tr>
<td>MUS</td>
<td>Music</td>
</tr>
<tr>
<td>NAS</td>
<td>Nurse Aide</td>
</tr>
<tr>
<td>NET</td>
<td>Networking Technology</td>
</tr>
<tr>
<td>NMT</td>
<td>Nuclear Medicine</td>
</tr>
<tr>
<td>NOS</td>
<td>Networking Operating Systems</td>
</tr>
<tr>
<td>NUR</td>
<td>Nursing</td>
</tr>
<tr>
<td>OMT</td>
<td>Operations Management</td>
</tr>
<tr>
<td>OST</td>
<td>Office Administration</td>
</tr>
<tr>
<td>PED</td>
<td>Physical Education</td>
</tr>
<tr>
<td>PET</td>
<td>Positron Emission Tomography</td>
</tr>
<tr>
<td>PHI</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PHM</td>
<td>Pharmacy</td>
</tr>
<tr>
<td>PHY</td>
<td>Physics</td>
</tr>
<tr>
<td>POL</td>
<td>Political Science</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology</td>
</tr>
<tr>
<td>PTC</td>
<td>Pharmaceutical Technology</td>
</tr>
<tr>
<td>RAD</td>
<td>Radiography</td>
</tr>
<tr>
<td>SEC</td>
<td>Information Systems Security</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology</td>
</tr>
<tr>
<td>SON</td>
<td>Medical Sonography</td>
</tr>
<tr>
<td>SPA</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPI</td>
<td>Spanish Interpreter</td>
</tr>
<tr>
<td>TRN</td>
<td>Transportation Technology</td>
</tr>
<tr>
<td>TRP</td>
<td>Truck Driver Training</td>
</tr>
<tr>
<td>WBL</td>
<td>Work-Based Learning</td>
</tr>
<tr>
<td>WLD</td>
<td>Welding</td>
</tr>
</tbody>
</table>

### Prerequisite
Some courses have prerequisite requirements that must be met prior to enrollment. Prerequisites may be waived by written permission from the dean.

### Corequisite
Corequisite courses are to be taken together.

### ACA – ACADEMIC RELATED

#### ACA-111 College Student Success

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

Minimum State Prerequisites: None
Minimum State Corequisites: None

#### ACA-122 College Transfer Success

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**ACC - ACCOUNTING**

**ACC-115 College Accounting**

Class 3 Lab 2 Clinical 0 Work 0 Credit 4

This course introduces basic accounting principles for a business. Topics include the complete accounting cycle with end-of-period statements, bank reconciliation, payrolls, and petty cash. Upon completion, students should be able to demonstrate an understanding of accounting principles and apply those skills to a business organization.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**ACC-120 Prin of Financial Accounting**

Class 3 Lab 2 Clinical 0 Work 0 Credit 4

This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**ACC-121 Prin of Managerial Accounting**

Class 3 Lab 2 Clinical 0 Work 0 Credit 4

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems.

Minimum State Prerequisites: Take ACC-120
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**ACC-131 Federal Income Taxes**

Class 2 Lab 2 Clinical 0 Work 0 Credit 3

This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Topics include tax law, electronic research and methodologies and the use technology for the preparation of individual and business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax laws, and complete federal tax returns for individuals,

Minimum State Prerequisites: None
Minimum State Corequisites: None

**ACC-132 NC Business Taxes**

Class 1 Lab 0 Clinical 0 Work 0 Credit 2

This course introduces the relevant laws governing North Carolina taxes as they apply to business. Topics include sales taxes, income taxes for business entities, payroll taxes, unemployment taxes, and other taxes pertaining to the State of North Carolina. Upon completion, students should be able to maintain a company's records to comply with the laws governing North Carolina business taxes.

State Prerequisites: None
State Corequisites: None

**ACC-140 Payroll Accounting**

Class 1 Lab 2 Clinical 0 Work 0 Credit 2

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology.

Minimum State Prerequisites: Take One: ACC-115 or ACC-120
Minimum State Corequisites: None

**ACC-149 Intro to Acc Spreadsheets**

Class 1 Lab 2 Clinical 0 Work 0 Credit 2

This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems, model-building problems, beginning-level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting.

Minimum State Prerequisites: Take One: ACC-115 or ACC-120
Minimum State Corequisites: None

**ACC-150 Accounting Software Appl**

Class 1 Lab 2 Clinical 0 Work 0 Credit 2

This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.

Minimum State Prerequisites: Take One: ACC-115 or ACC-120
Minimum State Corequisites: None
ACC-152  Advanced Software Appl
Class 1  Lab 2  Clinical 0  Work 0  Credit 2
This course provides continued exposure to commercial accounting software and the opportunity to refine skills developed in ACC 150. Emphasis is placed on advanced applications of software packages. Upon completion, students should be able to use commercial software to complete complex accounting tasks.
Minimum State Prerequisites: Take ACC-150
Minimum State Corequisites: None

ACC-220  Intermediate Accounting I
Class 3  Lab 2  Clinical 0  Work 0  Credit 4
This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.
Minimum State Prerequisites: Take ACC-120
Minimum State Corequisites: None

ACC-225  Cost Accounting
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.
Minimum State Prerequisites: Take ACC-121
Minimum State Corequisites: None

ACC-240  Gov & Not-For-Profit Acct
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course introduces principles and procedures applicable to governmental and not-for-profit organizations. Emphasis is placed on various budgetary accounting procedures and fund accounting. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.
Minimum State Prerequisites: Take ACC-121
Minimum State Corequisites: None

ACC-269  Auditing & Assurance Services
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course introduces selected topics pertaining to the objectives, theory and practices in engagements providing auditing and other assurance services. Topics include planning, conducting and reporting, with emphasis on the related professional ethics and standards. Upon completion, students should be able to demonstrate an understanding of the types of professional services, the related professional standards, and engagement methodology.
Minimum State Prerequisites: Take ACC-220
Minimum State Corequisites: None

AHR - AIR CONDITIONING, HEATING, AND REFRIGERATION

AHR-110  Intro to Refrigeration
Class 2  Lab 6  Clinical 0  Work 0  Credit 5
This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.
Minimum State Prerequisites: None
Minimum State Corequisites: None

AHR-112  Heating Technology
Class 2  Lab 4  Clinical 0  Work 0  Credit 4
This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.
Minimum State Prerequisites: None
Minimum State Corequisites: None

AHR-113  Comfort Cooling
Class 2  Lab 4  Clinical 0  Work 0  Credit 4
This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychrometrics, manufacturer specifications, and test instruments to determine proper system operation.
Minimum State Prerequisites: None
Minimum State Corequisites: None

AHR-114  Heat Pump Technology
Class 2  Lab 4  Clinical 0  Work 0  Credit 4
This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform
This course covers the types of controls found in residential and commercial comfort systems. Topics include electrical and electronic controls, control schematics and diagrams, test instruments, and analysis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls.

Minimum State Prerequisites: Take One: AHR-111, ELC-111, or ELC-112
Minimum State Corequisites: None

AHR-133 HVAC Servicing
Class 2 Lab 6 Clinical 0 Work 0 Credit 4

The course covers the maintenance and servicing of HVAC equipment. Topics include testing, adjusting, maintaining, and troubleshooting HVAC equipment and record keeping. Upon completion, students should be able to adjust, maintain, and service HVAC equipment.

Minimum State Prerequisites: None
Minimum State Corequisites: Take One: AHR-112 or AHR-113

AHR-160 Refrigerant Certification
Class 1 Lab 0 Clinical 0 Work 0 Credit 1

The course covers the requirements for the EPA certification examinations. Topics include small appliances, high pressure systems, and low pressure systems. Upon completion, students should be able to demonstrate knowledge of refrigerants and be prepared for the EPA certification examinations.

Minimum State Prerequisites: None
Minimum State Corequisites: None

AHR-211 Residential System Design
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychrometrics, equipment selection, duct system selection, and system design. Upon completion, students should be able to design a basic residential heating and cooling system.

Minimum State Prerequisites: None
Minimum State Corequisites: None

AHR-212 Advanced Comfort Systems
Class 2 Lab 6 Clinical 0 Work 0 Credit 4

This course covers water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pump systems including variable speed drives and controls. Emphasis is placed on the application, installation, and servicing of water-source systems and the mechanical and electronic control components of advanced comfort systems. Upon completion, students should be able to test, analyze, and troubleshoot water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pumps.

Minimum State Prerequisites: Take AHR-114
Minimum State Corequisites: None

AHR-213 HVACR Building Code
Class 1 Lab 2 Clinical 0 Work 0 Credit 2

This course covers the North Carolina codes that are applicable to the design and installation of HVACR systems. Topics include current North Carolina codes as applied to HVACR design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of North Carolina codes that apply to specific areas of the HVACR trade.

Minimum State Prerequisites: None
Minimum State Corequisites: None

AHR-215 Commercial HVAC Controls
Class 1 Lab 3 Clinical 0 Work 0 Credit 2

This course introduces HVAC control systems used in commercial applications. Topics include electric/electronic control systems, pneumatic control systems, DDC temperature sensors, humidity sensors, pressure sensors, wiring, controllers, actuators, and controlled devices. Upon completion, students should be able to verify or correct the performance of common control systems with regard to sequence of operation and safety.

Minimum State Prerequisites: Take One: AHR-111, ELC-111, or ELC 112
Minimum State Corequisites: None

AHR-250 HVAC System Diagnostics
Class 0 Lab 4 Clinical 0 Work 0 Credit 2

This course is a comprehensive study of air conditioning, heating, and refrigeration system diagnostics and corrective measures. Topics include advanced system analysis,
measurement of operating efficiency, and inspection and correction of all major system components. Upon completion, students should be able to restore a residential or commercial AHR system so that it operates at or near manufacturers’ specifications.

Minimum State Prerequisites: None
Minimum State Corequisites: Take AHR-212

**ALT – ALTERNATIVE ENERGY TECHNOLOGY**

**ALT-250  Thermal Systems**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course introduces concepts, tools, techniques, and materials used to convert thermal energy into a viable, renewable energy resource. Topics include forced convection, heat flow and exchange, radiation, the various elements of thermal system design, regulations, and system installation and maintenance. Upon completion, students should be able to demonstrate an understanding of geothermal and solar thermal systems and corresponding regulations.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**ART – ART**

**ART-111  Art Appreciation**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media.

Minimum State Prerequisites: None
Minimum State Corequisites: None

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

**ART-114  Art History Survey I**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.

Minimum State Prerequisites: None
Minimum State Corequisites: None

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

**ART-115  Art History Survey II**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.

Minimum State Prerequisites: None
Minimum State Corequisites: None

College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

**ASL – AMERICAN SIGN LANGUAGE**

**ASL-111  Elementary ASL I**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course introduces the fundamental elements of American Sign Language within a cultural context. Emphasis is placed on the development of basic expressive and receptive skills. Upon completion, students will be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness.

State Prerequisites: None
State Corequisites: None

**ASL-112  Elementary ASL II**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course is a continuation of ASL 111 focusing on the fundamental elements of American Sign Language in a cultural context. Emphasis is placed on the progressive development of expressive and receptive skills. Upon completion, the students should be able to comprehend and respond with increasing accuracy to expressive American Sign Language and demonstrate cultural awareness.

State Prerequisites: Take ASL-111
State Corequisites: None

**ATR – AUTOMATION & ROBOTICS**

**ATR-112  Introduction to Automation**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course introduces the basic principles of automated systems and describes the tasks that technicians perform on the job. Topics include the history, development, and current applications of robots and automated systems including their configuration, operation, components, and controls. Upon completion, students should be able to understand the basic concepts of automation and robotic systems.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**ATR-280  Robotic Fundamentals**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

This course covers application, programming, and
maintenance fundamentals for robotic devices. Emphasis is placed on terminology, problem solving, robotic systems controls, and hands-on projects. Upon completion, students should be able to apply basic concepts in application, programming, and robotic control systems.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**BIO – BIOLOGY**

**BIO-110  Principles of Biology**

Class 3  Lab 3  Clinical 0  Work 0  Credit 4

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

**BIO-111  General Biology I**

Class 3  Lab 3  Clinical 0  Work 0  Credit 4

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

**BIO-112  General Biology II**

Class 3  Lab 3  Clinical 0  Work 0  Credit 4

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.

Minimum State Prerequisites: Take BIO-111
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

**BIO-163  Basic Anat & Physiology**

Class 4  Lab 2  Clinical 0  Work 0  Credit 5

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**BIO-168  Anatomy and Physiology I**

Class 3  Lab 3  Clinical 0  Work 0  Credit 4

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**BIO-169  Anatomy and Physiology II**

Class 3  Lab 3  Clinical 0  Work 0  Credit 4

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

Minimum State Prerequisites: Take BIO-168
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**BIO-175  General Microbiology**

Class 2  Lab 2  Clinical 0  Work 0  Credit 3

This course covers principles of microbiology with emphasis of microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques.
Minimum State Prerequisites: Take BIO-110, BIO-111, BIO-163, BIO-165, or BIO-168
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

BIO-271 Pathophysiology
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course provides an in-depth study of human pathological processes and their effects on homeostasis. Emphasis is placed on interrelationships among organ systems in deviations from homeostasis. Upon completion, students should be able to demonstrate a detailed knowledge of pathophysiology.

Minimum State Prerequisites: Take One: BIO-163, BIO-166, or BIO-169
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

BPM – BIOPROCESSING MANUFACTURING TECHNOLOGY

BPM-110 Bioprocess Practices
Class 3 Lab 4 Clinical 0 Work 0 Credit 5
This course provides a study of plant operations including various plant utility systems and detailed study of the varied plant environments in a bioprocessing facility. Emphasis is placed on quality mindset and principles of validation through applications of monitoring procedures. Upon completion, students should be able to demonstrate the rigors of industry regulation and its necessity.

Minimum State Prerequisites: None
Minimum State Corequisites: None

BPM-111 Bioprocess Measurements
Class 3 Lab 3 Clinical 0 Work 0 Credit 4
This course covers a variety of physical measurements. Emphasis is placed on pH, temperature, pressure and flow rates, as well as spectrophotometry, and biochemical and chemical analysis methods. Upon completion, students should be able to demonstrate and perform many aspects of process monitoring.

Minimum State Prerequisites: Take All: BIO-110 and BPM-110
Minimum State Corequisites: None

BPM-112 Upstream Processing
Class 3 Lab 4 Clinical 0 Work 0 Credit 5
This course introduces techniques involved in cell growth and fractionation. Topics include fermentation theory and application, as well as cell harvesting, cell disruption and fractionation methods. Upon completion, students should be able to grow cells, as well as isolate and collect various fractions.

Minimum State Prerequisites: Take BPM-111
Minimum State Corequisites: None

BPM-113 Downstream Bioprocessing
Class 3 Lab 3 Clinical 0 Work 0 Credit 4
This course introduces a variety of techniques involved in separation procedures. Topics include extraction and precipitation, concentration and molecular filtration methods, as well as different types of chromatography. Upon completion, students should be able to perform separation procedures with an understanding of industrial scale procedures.

Minimum State Prerequisites: Take All: BPM-111, CHM-131, and CHM-131A
Minimum State Corequisites: None

BPR – BLUEPRINT READING

BPR-111 Print Reading
Class 1 Lab 2 Clinical 0 Work 0 Credit 2
This course introduces the basic principles of print reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic prints and visualize the features of a part or system.

Minimum State Prerequisites: None
Minimum State Corequisites: None

BPR-115 Electrical/Fluid Power Diagrams
Class 1 Lab 2 Clinical 0 Work 0 Credit 2
This course covers sketching of detail and assembly drawings and reading of hydraulic, pneumatic, electrical, mechanical, and piping schematics. Emphasis is placed on interpretation and communication skills utilizing sketches, symbols, diagrams, and other related topics. Upon completion, students should be able to read, demonstrate an understanding of, and draw sketches and schematics commonly used in industry.

Minimum State Prerequisites: None
Minimum State Corequisites: None

BTC – BIOTECHNOLOGY

BTC-275 Industrial Microbiology
Class 3 Lab 3 Clinical 0 Work 0 Credit 4
This course covers principles of microbiology and the impact microorganisms have on man and the environment in industrial settings where controlled environments are commonplace. Topics include the structure and physiology of various classes of microorganisms, microbial pathogenicity, infectious diseases, identification schemes, and prevention or minimization of contamination in biomanufacturing industrial settings. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, identification of microorganisms, and
performing environmental monitoring.

Minimum State Prerequisites: Take One: BIO-110, BIO-111, BIO-163, BIO-165, or BIO-168
Minimum State Corequisites: None

**BUS – BUSINESS**

**BUS-110  Introduction to Business**

Class 3    Lab 0    Clinical 0    Work 0    Credit 3

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**BUS-115  Business Law I**

Class 3    Lab 0    Clinical 0    Work 0    Credit 3

This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**BUS-121  Business Math**

Class 2    Lab 2    Clinical 0    Work 0    Credit 3

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**BUS-137  Principles of Management**

Class 3    Lab 0    Clinical 0    Work 0    Credit 3

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

Minimum State Prerequisites: None
Minimum State Corequisites: None

College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**BUS-147  Business Insurance**

Class 3    Lab 0    Clinical 0    Work 0    Credit 3

This course surveys the basic concepts of risk management. Topics include principles and applications of health, property, life, and casualty insurance. Upon completion, students should be able to evaluate different insurance needs and assist an organization in acquiring adequate insurance coverage.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**BUS-151  People Skills**

Class 3    Lab 0    Clinical 0    Work 0    Credit 3

This course introduces the basic concepts of identity and communication in the business setting. Topics include self-concept, values, communication styles, feelings and emotions, roles versus relationships, and basic assertiveness, listening, and conflict resolution. Upon completion, students should be able to distinguish between unhealthy, self-destructive, communication patterns and healthy, non-destructive, positive communication patterns.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**BUS-230  Small Business Management**

Class 3    Lab 0    Clinical 0    Work 0    Credit 3

This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**BUS-260  Business Communication**

Class 3    Lab 0    Clinical 0    Work 0    Credit 3

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.

Minimum State Prerequisites: Take One: ENG-110 or ENG-111
Minimum State Corequisites: None

**CHM – CHEMISTRY**

**CHM-131  Introduction to Chemistry**

Class 3    Lab 0    Clinical 0    Work 0    Credit 3

This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter
and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

CHM-131A Intro to Chemistry Lab
Class 0 Lab 3 Clinical 0 Work 0 Credit 1
This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131.

Minimum State Prerequisites: None
Minimum State Corequisites: Take CHM-131
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

CHM-151 General Chemistry I
Class 3 Lab 3 Clinical 0 Work 0 Credit 4
This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

CHM-152 General Chemistry II
Class 3 Lab 3 Clinical 0 Work 0 Credit 4
This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields.

Minimum State Prerequisites: Take CHM-151
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

CIS – INFORMATION SYSTEMS

CIS-110 Introduction to Computers
Class 2 Lab 2 Clinical 0 Work 0 Credit 3
This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative).

CIS-111 Basic PC Literacy
Class 1 Lab 2 Clinical 0 Work 0 Credit 2
This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.

Minimum State Prerequisites: None
Minimum State Corequisites: None

CIS-115 Intro to Prog & Logic
Class 2 Lab 3 Clinical 0 Work 0 Credit 3
This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language.

Minimum State Prerequisites: Take One Set:
Set 1: DMA-010, DMA-020, DMA-030, and DMA-040
Set 2: MAT-121
Set 3: MAT-171
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative).

CIS-126 Graphics Software Intro
Class 2 Lab 2 Clinical 0 Work 0 Credit 3
This course provides an introduction to graphic design and execution of pictorial graphics using a variety of software packages. Emphasis is placed on creation and manipulation of images using graphic design software. Upon completion, students should be able to create graphic designs and incorporate these designs into printed publications.

Minimum State Prerequisites: None
Minimum State Corequisites: None
CJC - CRIMINAL JUSTICE

CJC-100  Basic Law Enforcement Training

Class  9  Lab  30  Clinical  0  Work  0  Credit  19

This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics are divided into general units of study: legal, patrol duties, law enforcement communications, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in the topics and areas required for the state comprehensive certification examination.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: N/A

CJC-111  Intro to Criminal Justice

Class  3  Lab  0  Clinical  0  Work  0  Credit  3

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

CJC-112  Criminology

Class  3  Lab  0  Clinical  0  Work  0  Credit  3

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

Minimum State Prerequisites: None
Minimum State Corequisites: None

CJC-113  Juvenile Justice

Class  3  Lab  0  Clinical  0  Work  0  Credit  3

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

Minimum State Prerequisites: None
Minimum State Corequisites: None

CJC-121  Law Enforcement Operations

Class  3  Lab  0  Clinical  0  Work  0  Credit  3

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

CJC-131  Criminal Law

Class  3  Lab  0  Clinical  0  Work  0  Credit  3

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

Minimum State Prerequisites: None
Minimum State Corequisites: None

CJC-132  Court Procedure & Evidence

Class  3  Lab  0  Clinical  0  Work  0  Credit  3

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

Minimum State Prerequisites: None
Minimum State Corequisites: None

CJC-141  Corrections

Class  3  Lab  0  Clinical  0  Work  0  Credit  3

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.
This course introduces the basic elements of counseling and specific techniques applicable to the criminal justice setting. Topics include observation, listening, recording, interviewing, and problem exploration necessary to form effective helping relationships. Upon completion, students should be able to discuss and demonstrate the basic techniques of counseling.

Minimum State Prerequisites: None
Minimum State Corequisites: None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

Minimum State Prerequisites: None
Minimum State Corequisites: None

This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

Minimum State Prerequisites: None
Minimum State Corequisites: None

This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims’ roles, and current victim assistance programs.

Minimum State Prerequisites: None
Minimum State Corequisites: None

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

Minimum State Prerequisites: None
Minimum State Corequisites: None

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.
COURSE DESCRIPTIONS

Minimum State Prerequisites: None
Minimum State Corequisites: None

CJC-244 Footwear and Tire Imprint
Class 2 Lab 3 Clinical 0 Work 0 Credit 3
This course provides a study of the fundamental concepts of footwear and tire imprint evidence as related to forensic science. Topics include proper photographic recording, casting, recognition of wear patterns and imprint identification. Upon completion, the student should be able to recognize, record, photograph, and identify footwear and tire imprints.

Minimum State Prerequisites: None
Minimum State Corequisites: None

CJC-245 Friction Ridge Analysis
Class 2 Lab 3 Clinical 0 Work 0 Credit 3
This course introduces the basic elements of fingerprint technology and techniques applicable to the criminal justice field. Topics include the history and meaning of fingerprints, pattern types and classification filing sequence, searching and referencing. Upon completion, the students should be able to discuss and demonstrate the fundamental techniques of basic fingerprint technology.

Minimum State Prerequisites: None
Minimum State Corequisites: None

CJC-246 Adv. Friction Ridge Analy
Class 2 Lab 3 Clinical 0 Work 0 Credit 3
This course introduces the theories and processes of advanced friction ridge analysis. Topics include evaluation of friction ridges, chart preparation, comparative analysis for values determination rendering proper identification, chemical enhancement and AFIS preparation and usage. Upon completion, students must show an understanding of proper procedures for friction ridge analysis through written testing and practical exercises.

Minimum State Prerequisites: Take CJC-245
Minimum State Corequisites: None

CJC-250 Forensic Biology I
Class 2 Lab 2 Clinical 0 Work 0 Credit 3
This course covers important biological principles that are applied in the crime laboratory. Topics include forensic toxicology, forensic serology, microscopy, and DNA typing analysis, with an overview of organic and inorganic analysis. Upon completion, students should be able to articulate how a crime laboratory processes physical evidence submitted by law enforcement agencies.

Minimum State Prerequisites: None
Minimum State Corequisites: None

CJC-251 Forensic Chemistry I
Class 3 Lab 2 Clinical 0 Work 0 Credit 4
This course provides a study of the fundamental concepts of chemistry as it relates to forensic science. Topics include physical and chemical properties of substances, metric measurements, chemical changes, elements, compounds, gases, and atomic structure. Upon completion, students should be able to demonstrate an understanding of the fundamental concepts of forensic chemistry.

Minimum State Prerequisites: None
Minimum State Corequisites: None

COM - COMMUNICATION

COM-110 Introduction to Communication
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts.

Minimum State Prerequisites: None
Minimum State Corequisites: None

College Transfer: This course has been approved for transfer under the CAA as a general education course in English Composition.

COM-120 Intro Interpersonal Com
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations.

Minimum State Prerequisites: None
Minimum State Corequisites: None

College Transfer: This course has been approved for transfer under the CAA as a general education course in English Composition.

COM-231 Public Speaking
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in English Composition.

**COS – COSMETOLOGY**

**COS-111 Cosmetology Concepts I**
Class 4  Lab 0  Clinical 0  Work 0  Credit 4
This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.
Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-112

**COS-112 Salon I**
Class 0  Lab 24  Clinical 0  Work 0  Credit 8
This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.
Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-111

**COS-113 Cosmetology Concepts II**
Class 4  Lab 0  Clinical 0  Work 0  Credit 4
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.
Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-113

**COS-114 Salon II**
Class 0  Lab 24  Clinical 0  Work 0  Credit 8
This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.
Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-114

**COS-115 Cosmetology Concepts III**
Class 4  Lab 0  Clinical 0  Work 0  Credit 4
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.
Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-116

**COS-116 Salon III**
Class 0  Lab 12  Clinical 0  Work 0  Credit 4
This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.
Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-116

**COS-117 Cosmetology Concepts IV**
Class 2  Lab 0  Clinical 0  Work 0  Credit 2
This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.
Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-117

**COS-118 Salon IV**
Class 0  Lab 21  Clinical 0  Work 0  Credit 7
This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.
Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-118

**COS-224 Trichology & Chemistry**
Class 1  Lab 3  Clinical 0  Work 0  Credit 2
This course is a study of hair and the interaction of applied chemicals. Emphasis is placed on pH actions and the reactions and effects of chemical ingredients. Upon completion, students should be able to demonstrate an understanding of chemical terminology, pH testing, and chemical reactions on hair.
Minimum State Prerequisites: None
Minimum State Corequisites: None

**COS-271 Instructor Concepts I**
This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting.

Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-272

COS-272 Instructor Practicum I

This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student.

Minimum State Prerequisites: None
Minimum State Corequisites: Take COS-271

COS-273 Instructor Concepts II

This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervision techniques, assess student performance in a classroom setting, and keep accurate records.

Minimum State Prerequisites: Take All: COS-271 and COS-272
Minimum State Corequisites: Take COS-274

COS-274 Instructor Practicum II

This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements.

Minimum State Prerequisites: Take All: COS-271 and COS-272
Minimum State Corequisites: Take COS-273

CTI – COMPUTER TECH INTEGRATION

CTI-110 Web, Pgm, & Db Foundation

This course covers the introduction of the tools and resources available to students in programming, mark-up language and services to the Internet. Topics include standard mark-up language Internet services, creating Web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion, students should be able to demonstrate knowledge of programming tools, deploy a Web site with mark-up tools, and create a simple database table.

Minimum State Prerequisites: None
Minimum State Corequisites: None

CTI-120 Network & Sec Foundation

This course introduces students to the network concepts, including networking terminology and protocols, local and wide area networks, adn network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols.

Minimum State Prerequisites: None
Minimum State Corequisites: None

CTS – COMPUTER INFORMATION TECHNOLOGY

CTS-115 Info Sys Business Concepts

This course introduces the role of IT in managing business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the “hybrid business manager” and the potential offered by new technology and systems.

Minimum State Prerequisites: None
Minimum State Corequisites: None

CTS-120 Hardware/Software Support

This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.

Minimum State Prerequisites: None
Minimum State Corequisites: None

CVS – CARDIOVASCULAR SONOGRAPHY

CVS-160 CVS Clinical Ed I
This course provides active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations.

Minimum State Prerequisites: None
Minimum State Corequisites: None

CVS-161  CVS Clinical Ed II
Class 0  Lab 0  Clinical 24  Work 0  Credit 8
This course provides continued participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations.

Minimum State Prerequisites: Take CVS-160
Minimum State Corequisites: None

CVS-162  CVS Clinical Ed III
Class 0  Lab 0  Clinical 15  Work 0  Credit 5
This course provides continued participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations.

Minimum State Prerequisites: Take CVS-161
Minimum State Corequisites: None

CVS-163  Echo I
Class 3  Lab 2  Clinical 0  Work 0  Credit 4
This course covers cardiac anatomy and introduces cardiac scanning techniques. Topics include normal cardiac anatomy, Doppler physics, and 2-D and M-mode imaging. Upon completion, students should be able to perform 2-D and M-mode studies.

Minimum State Prerequisites: None
Minimum State Corequisites: None

CVS-164  Echo II
Class 3  Lab 2  Clinical 0  Work 0  Credit 4
This course is a continuation of CVS 163 with continued study of 2-D and M-mode imaging. Emphasis is placed on continuous wave, pulsed wave, color, and power Doppler imaging of normal and abnormal cardiac conditions. Upon completion, students should be able to perform and recognize normal and abnormal cardiac studies.

Minimum State Prerequisites: Take CVS-163
Minimum State Corequisites: None

CVS-260  CVS Clinical Ed IV
Class 0  Lab 0  Clinical 24  Work 0  Credit 8
This course provides continued active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations.

Minimum State Prerequisites: Take CVS-162
Minimum State Corequisites: None

CVS-261  CVS Clinical Ed V
Class 0  Lab 0  Clinical 24  Work 0  Credit 8
This course provides continued active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations.

Minimum State Prerequisites: Take CVS-260
Minimum State Corequisites: None

CVS-277  Cardiovascular Topics
Class 2  Lab 0  Clinical 0  Work 0  Credit 2
This course provides an overview of cardiovascular topics in preparation for certification examinations. Emphasis is placed on registry preparation. Upon completion, students should be able to sit for the registry examinations.

Minimum State Prerequisites: None
Minimum State Corequisites: None

DFT – DRAFTING

DFT-119  Basic CAD
Class 1  Lab 2  Clinical 0  Work 0  Credit 2
This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

Minimum State Prerequisites: None
Minimum State Corequisites: None

DFT-170  Engineering Graphics
Class 2  Lab 2  Clinical 0  Work 0  Credit 3
This course introduces basic engineering graphics skills and applications. Topics include sketching, selection and use of current methods and tools, and the use of engineering graphics applications. Upon completion, students should be able to demonstrate an understanding of basic engineering graphics principles and practices.

State Prerequisites: None
State Corequisites: None

DMA – DEVELOPMENTAL MATHEMATICS

DMA-010  Operations With Integers
Class 0.75  Lab 0.50  Clinical 0  Work 0  Credit 1
This course provides a conceptual study of integers and...
integer operations. Topics include integers, absolute value, exponents, square roots, perimeter and area of basic geometric figures, Pythagorean theorem, and use of the correct order of operations. Upon completion, students should be able to demonstrate an understanding of pertinent concepts and principles and apply this knowledge in the evaluation of expressions.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**DMA-020 Fractions and Decimals**

Class 0.75  Lab 0.50  Clinical 0  Work 0  Credit 1

This course provides a conceptual study of the relationship between fractions and decimals and covers related problems. Topics include application of operations and solving contextual application problems, including determining the circumference and area of circles with the concept of pi. Upon completion, students should be able to demonstrate an understanding of the connections between fractions and decimals.

Minimum State Prerequisites: Take DMA-010
Minimum State Corequisites: None

**DMA-030 Proportion/Ratio/Rate/Percent**

Class 0.75  Lab 0.50  Clinical 0  Work 0  Credit 1

This course provides a conceptual study of the problems that are represented by rates, ratios, percent, and proportions. Topics include rates, ratios, percent, proportion, conversion of English and metric units, and applications of the geometry of similar triangles. Upon completion, students should be able to use their understanding to solve conceptual application problems.

Minimum State Prerequisites: Take All: DMA-010 and DMA-020
Minimum State Corequisites: None

**DMA-040 Expressions/Linear Equations/Inequality**

Class 0.75  Lab 0.50  Clinical 0  Work 0  Credit 1

This course provides a conceptual study of problems involving linear expressions, equations, and inequalities. Emphasis is placed on solving contextual application problems. Upon completion, students should be able to distinguish between simplifying expressions and solving equations and apply this knowledge to problems involving linear expressions, equations, and inequalities.

Minimum State Prerequisites: Take One Set:
Set 1: DMA-010, DMA-020 and DMA-030
Set 2: MAT-060
Minimum State Corequisites: None

**DMA-050 Graphs/Equations of Lines**

Class 0.75  Lab 0.50  Clinical 0  Work 0  Credit 1

This course provides a conceptual study of problems involving graphic and algebraic representations of lines. Topics include slope, equations of lines, interpretation of basic graphs, and linear modeling. Upon completion, students should be able to solve contextual application problems and represent real-world situations as linear equations in two variables.

Minimum State Prerequisites: Take One Set:
Set 1: DMA-010, DMA-020, DMA-030 and DMA-040
Set 2: DMA-040 and MAT-060
Minimum State Corequisites: None

**DMA-065 Algebra for Precalculus**

Class 1.50  Lab 1.00  Clinical 0  Work 0  Credit 2

This course provides a study of problems involving algebraic representations of quadratic, rational, and radical equations. Topics include simplifying polynomial, rational, and radical expressions and solving quadratic, rational, and radical equations. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic and rational applications.

Minimum State Prerequisites: Take All: DMA-010 DMA-020 DMA-030 DMA-040 and DMA-050
Minimum State Corequisites: None

**DRE – DEVELOPMENTAL READING/ENGLISH**

**DRE-096 Integrated Reading and Writing**

Class 2.50  Lab 1.00  Clinical 0  Work 0  Credit 3

This course is designed to develop proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile (TM) range of 960 to 1115. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs. Please note: (TM) stands for registered trademark.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: N/A

**DRE-097 Integrated Reading Writing II**

Class 2.50  Lab 1.00  Clinical 0  Work 0  Credit 3

This course is designed to develop proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught at a reinforcement level using texts primarily in a Lexile (TM) range of 1070 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence. Please note: (TM) represents registered trademark.

Minimum State Prerequisites: TAKE DRE-096
Minimum State Corequisites: None
College Transfer: N/A
DRE-098  Integrated Reading Writing III
Class 2.50  Lab 1.00  Clinical 0  Work 0  Credit 3
This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are taught using texts primarily in the Lexile (TM) range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay. Note: (TM) represents registered trademark.
Minimum State Prerequisites: TAKE DRE-097
Minimum State Corequisites: None
College Transfer: N/A

ECO – ECONOMICS

ECO-251  Prin of Microeconomics
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.
Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

ECO-252  Prin of Macroeconomics
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals.
Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

EDU – EDUCATION

EDU-119  Intro to Early Child Educ
Class 4  Lab 0  Clinical 0  Work 0  Credit 4
This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, and appropriate environments, schedules, and activity plans.
State Prerequisites: None
State Corequisites: None

EDU-131  Child, Family, & Commun
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.
Minimum State Prerequisites: None
Minimum State Corequisites: Take DRE-097

EDU-144  Child Development I
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.
Minimum State Prerequisites: None
Minimum State Corequisites: Take DRE-097

EDU-145  Child Development II
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development,
EDU-146 Child Guidance
Class  3 Lab  0 Clinical  0 Work  0 Credit  3
This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors.
Minimum State Prerequisites: None
Minimum State Corequisites: Take DRE-097

EDU-151 Creative Activities
Class  3 Lab  0 Clinical  0 Work  0 Credit  3
This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments.
Minimum State Prerequisites: None
Minimum State Corequisites: Take DRE-097

EDU-153 Health, Safety & Nutrit
Class  3 Lab  0 Clinical  0 Work  0 Credit  3
This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations.
Minimum State Prerequisites: None
Minimum State Corequisites: Take DRE-097

EDU-157 Active Play
Class  2 Lab  2 Clinical  0 Work  0 Credit  3
This course introduces the use of indoor and outdoor physical activities to promote the physical, cognitive, and social/emotional development of children. Topics include the role of active play, development of play skills, playground design, selection of safe equipment, and materials and surfacing for active play. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, and the design of appropriate active play areas and activities.
Minimum State Prerequisites: None
Minimum State Corequisites: Take DRE-097

EDU-158 Healthy Lifestyles-Youth
Class  3 Lab  0 Clinical  0 Work  0 Credit  3
This course introduces the topics of health, safety, nutrition, physical activities and environments for the school-age child/youth that promote development, fitness and healthy lifestyles. Topics include the use of physical and nutritional/cooking activities (indoor/outdoor, teacher-directed/ youth-directed) appropriate for youth developing typically/ atypically; safe/healthy menu planning; safe/healthy environmental design, assessment and supervision. Upon completion, students should be able to plan/facilitate safe/healthy physical and nutritional/cooking activities, discuss safety policies/regulations and identify health/safety/ nutritional needs of youth.
Minimum State Prerequisites: None
Minimum State Corequisites: Take DRE-097

EDU-162 Observ & Assess in Ece
Class  3 Lab  0 Clinical  0 Work  0 Credit  3
This course introduces the research, benefits, goals, and ethical considerations associated with observation and assessment in Early Childhood environments. Emphasis is placed on the implementation of multiple observation/assessment strategies including anecdotal records, event samples, rating scales, and portfolios to create appropriate learning experiences. Upon completion, students should be able to practice responsible assessment and use assessments to enhance programming and collaboration for children and families.
Minimum State Prerequisites: None
Minimum State Corequisites: Take DRE-097

EDU-163 Classroom Mgmt and Instruction
Class  3 Lab  0 Clinical  0 Work  0 Credit  3
This course examines classroom management and evidence-based instructional strategies that create supportive learning environments to provide developmentally appropriate guidance for school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, ongoing systematic observation, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and high quality instructional strategies that enhance the teaching/learning process and promote students’ academic success.
Minimum State Prerequisites: None
Minimum State Corequisites: Take DRE-097
**EDU-214 Early Child Intern Pract**  
Class 1 Lab 9 Clinical 0 Work 0 Credit 4  
This course is designed to allow students to apply skills in a three star (minimum) or NAECY accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children and assisting with the implementation of developmentally appropriate activities and environments for all children; modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.  
Minimum State Prerequisites: Take one set:  
Set 1: EDU-119, EDU-144, and EDU-146  
Set 2: PSY-244, EDU-119, and EDU-146  
Minimum State Corequisites: Take DRE-098

**EDU-216 Foundations of Education**  
Class 4 Lab 0 Clinical 0 Work 0 Credit 4  
This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, and experiences in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education.  
Minimum State Prerequisites: None  
Minimum State Corequisites: Take DRE-098

**EDU-221 Children With Exceptional**  
Class 3 Lab 0 Clinical 0 Work 0 Credit 3  
This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice.  
Minimum State Prerequisites: Take one set:  
Set 1: EDU-144, EDU-145  
Set 2: PSY-244 PSY-245  
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement at select institutions.  
Minimum State Corequisites: Take DRE-098

**EDU-234 Infants, Toddlers, & Twos**  
Class 3 Lab 0 Clinical 0 Work 0 Credit 3  
This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.  
Minimum State Prerequisites: Take EDU-119  
Minimum State Corequisites: Take DRE-098

**EDU-235 School-Age Dev & Program**  
Class 3 Lab 0 Clinical 0 Work 0 Credit 3  
This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for all children ages five to twelve and plan and implement developmentally-appropriate activities.  
Minimum State Prerequisites: None  
Minimum State Corequisites: Take DRE-098

**EDU-251 Exploration Activities**  
Class 3 Lab 0 Clinical 0 Work 0 Credit 3  
This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.  
Minimum State Prerequisites: None  
Minimum State Corequisites: Take DRE-098

**EDU-261 Early Childhood Admin I**  
Class 3 Lab 0 Clinical 0 Work 0 Credit 3  
This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards.  
Minimum State Prerequisites: None  
Minimum State Corequisites: Take All: DRE-098 and EDU-119

**EDU-262 Early Childhood Admin II**  
Class 3 Lab 0 Clinical 0 Work 0 Credit 3  
This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics
include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs.

Minimum State Prerequisites: Take EDU-261
Minimum State Corequisites: Take All: DRE-098 and EDU-119

EDU-263 School-Age Program Admin
Class 2 Lab 0 Clinical 0 Work 0 Credit 2
This course introduces the methods and procedures for development and administration of school-age programs in the public or proprietary setting. Emphasis is placed on the construction and organization of the physical environment. Upon completion, students should be able to plan, develop and administer a quality school-age program.

Minimum State Prerequisites: None
Minimum State Corequisites: Take DRE-098

EDU-271 Educational Technology
Class 2 Lab 2 Clinical 0 Work 0 Credit 3
This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments.

Minimum State Prerequisites: None
Minimum State Corequisites: Take DRE-098

EDU-280 Language & Literacy Exp
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences.

Minimum State Prerequisites: None
Minimum State Corequisites: Take DRE-098

EDU-284 Early Child Capstone Prac
Class 1 Lab 9 Clinical 0 Work 0 Credit 4
This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

Minimum State Prerequisites: Take One Set:
Set 1: EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151
Set 2: EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151
Set 3: EDU-119, PSY-245, EDU-144, EDU-146, and EDU-151
Set 4: EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151

Minimum Local Prerequisite:
Minimum State Corequisites: Take EDU-214
Take DRE-098

EGR – ENGINEERING

EGR-150 Intro to Engineering
Class 1 Lab 2 Clinical 0 Work 0 Credit 2
This course is an overview of the engineering profession. Topics include goal setting and career assessment, ethics, public safety, the engineering method and design process, written and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, the engineering profession, and utilize college resources to meet their educational goals.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

EGR-220 Engineering Statics
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course introduces the concepts of engineering based on forces in equilibrium. Topics include concentrated forces, distributed forces, forces due to friction, and inertia as they apply to machines, structures, and systems. Upon completion, students should be able to solve problems which require the ability to analyze systems of forces in static equilibrium.

Minimum State Prerequisites: Take PHY-251
Minimum State Corequisites: Take MAT-272
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

ELC – ELECTRICAL

ELC-111 Intro to Electricity
Class 2 Lab 2 Clinical 0 Work 0 Credit 3
This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronics majors. Topics include basic DC and AC principles (voltage,
resistance, current, impedance); components (resistors, inductors, and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**ELC-113 Residential Wiring**

Class 2  Lab 6  Clinical 0  Work 0  Credit 4

This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting, overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring and electrical distribution equipment associated with residential electrical installations.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**ELC-117 Motors and Controls**

Class 2  Lab 6  Clinical 0  Work 0  Credit 4

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**ELC-118 National Electrical Code**

Class 1  Lab 2  Clinical 0  Work 0  Credit 2

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**ELC-128 Intro to PLC**

Class 2  Lab 3  Clinical 0  Work 0  Credit 3

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**ELC-131 Circuit Analysis I**

Class 3  Lab 3  Clinical 0  Work 0  Credit 4

This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**ELC-131A Circuit Analysis I Lab**

Class 0  Lab 3  Clinical 0  Work 0  Credit 1

This course provides laboratory assignments as applied to fundamental principles of DC/AC electricity. Emphasis is placed on measurements and evaluation of electrical components, devices, and circuits. Upon completion, the students will gain hands-on experience by measuring voltage, current, and opposition to current flow utilizing various meters and test equipment.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**ELC-228 Programmable Logic Controllers Applications**

Class 2  Lab 6  Clinical 0  Work 0  Credit 4

This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**ELC-229 Applications Project**

Class 1  Lab 3  Clinical 0  Work 0  Credit 2

This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**ELN – ELECTRONICS**

**ELN-112 Diesel Electronics System**

Class 2  Lab 6  Clinical 0  Work 0  Credit 4

This course introduces electronic theory and applications as used in medium and heavy duty vehicles. Emphasis...
is placed on the basic function and operation of semiconductor and integrated circuits. Upon completion, students should be able to identify electronic components, explain their use and function, and use meters and flow charts to diagnose and repair systems.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

**ELN-113  Electronic Fuel Injection**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course covers the function of the various sensors used to provide feedback control to current model diesel engines. Emphasis is placed on the operation of ECM-controlled fuel injectors and testing using current industry methods. Upon completion, students should be able to obtain information from the electronic fuel system using current test programs, fault tree, and digital meters.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

EMS – EMERGENCY MEDICAL SCIENCE

**EMS-110  EMT**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

**EMS-122  EMS Clinical Practicum I**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

This course provides the introductory hospital clinical experience for the paramedic student. Emphasis is placed on mastering fundamental paramedic skills. Upon completion, students should be able to demonstrate competence with fundamental paramedic level skills.

Minimum State Prerequisites: Take EMS-110  
Minimum State Corequisites: Take EMS-130

**EMS-125  EMS Instructor Methodology**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course covers the information needed to develop and instruct EMS courses. Topics include instructional methods, lesson plan development, time management skills, and theories of adult learning. Upon completion, students should be able to teach EMS courses and meet the North Carolina EMS requirements for instructor methodology.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

**EMS-130  Pharmacology**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

This course introduces the fundamental principles of pharmacology and medication administration and is required for paramedic certification. Topics include medical terminology, pharmacological concepts, weights, measures, drug calculations, vascular access for fluids and medication administration and legislation. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology.

Minimum State Prerequisites: Take EMS-110  
Minimum State Corequisites: Take EMS-122

**EMS-131  Advanced Airway Management**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course is designed to provide advanced airway management techniques and is required for paramedic certification. Topics include respiratory anatomy and physiology, airway/ventilation, adjuncts, surgical intervention, and rapid sequence intubation. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance.

Minimum State Prerequisites: Take EMS-110  
Minimum State Corequisites: None

**EMS-140  Rescue Scene Management**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course introduces rescue scene management. Topics include response to hazardous material conditions, incident command, and extrication of patients from a variety of situations. Upon completion, students should be able to recognize and manage rescue operations based upon initial and follow-up scene assessment.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

**EMS-160  Cardiology I**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course introduces the study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and basic rhythm interpretation in the monitoring leads. Upon completion, students should be able to recognize and interpret basic rhythms.

Minimum State Prerequisites: Take EMS-110  
Minimum State Corequisites: None

**EMS-220  Cardiology II**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies, application and interpretation of advanced electrocardiography utilizing the twelve-lead ECG, cardiac
pharmacology, and patient care. Upon completion, students should be able to assess and treat patients utilizing American Heart Association guidelines.

Minimum State Prerequisites: Take All: EMS-122, EMS-130, and EMS-160
Minimum State Corequisites: None

**EMS-221 EMS Clinical Practicum II**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on increasing the proficiency of students' skills and abilities in patient assessments and the delivery of care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

Minimum State Prerequisites: Take All: EMS-122 and EMS-130
Minimum State Corequisites: None

**EMS-231 EMS Clinical Pract III**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on enhancing the students' skills and abilities in providing advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

Minimum State Prerequisites: Take All: EMS-122 and EMS-221
Minimum State Corequisites: None

**EMS-235 EMS Management**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course stresses the principles of managing a modern emergency medical service system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**EMS-240 Patients W/ Special Challenges**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course includes concepts of crisis intervention and techniques of interacting with patients with special challenges and is required for paramedic certification. Topics include appropriate intervention and interaction for neglected, abused, terminally ill, chronically ill, technology assisted, bariatric, physically challenged, mentally challenged, or assaulted patients as well as behavioral emergencies. Upon completion, students should be able to recognize and manage the care of patients with special challenges.

Minimum State Prerequisites: Take All: EMS-122 and EMS-130
Minimum State Corequisites: None

**EMS-241 EMS Clinical Practicum IV**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on mastering the skills/competencies required of the paramedic providing advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic.

Minimum State Prerequisites: Take All: EMS-130 and EMS-231
Minimum State Corequisites: None

**EMS-250 Medical Emergencies**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include appropriate interventions/treatments for disorders/diseases/injuries affecting the following systems: respiratory, neurological, abdominal/gastrointestinal, endocrine, genitourinary, musculoskeletal, and immunological as well as toxicology, infectious diseases and diseases of the eyes, ears, nose and throat. Upon completion, students should be able to recognize, assess and manage the care of frequently encountered medical conditions based upon initial patient assessment.

Minimum State Prerequisites: Take All: EMS-122 and EMS-130
Minimum State Corequisites: None

**EMS-260 Trauma Emergencies**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include an overview of thoracic, abdominal, genitourinary, orthopedic, neurological, and multi-system trauma, soft tissue trauma of the head, neck, and face as well as environmental emergencies. Upon completion, students should be able to recognize and manage trauma situations based upon patient assessment and should adhere to standards of care.

Minimum State Prerequisites: Take All: EMS-122 and EMS-130
Minimum State Corequisites: None

**EMS-270 Life Span Emergencies**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death required for paramedic certification. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies.

Minimum State Prerequisites: Take All: EMS-122 and EMS-130
Minimum State Corequisites: None

**EMS-285 EMS Capstone**
This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related events.

Minimum State Prerequisites: Take All: EMS-220, EMS-250, and EMS-260
Minimum State Corequisites: None

**ENG – ENGLISH**

**ENG-102  Applied Communications II**
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**ENG-111  Writing and Inquiry**
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

Minimum State Prerequisites: Take DRE-098
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in English Composition.

**ENG-112  Writing/Research in the Disc**
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.

Minimum State Prerequisites: Take ENG-111
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in English Composition.

**ENG-231  American Literature I**
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.

Minimum State Prerequisites: Take One: ENG-112, ENG-113, or ENG-114
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

**ENG-232  American Literature II**
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.

Minimum State Prerequisites: Take One: ENG-112, ENG-113, or ENG-114
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

**EPT – EMERGENCY PREPAREDNESS**

**EPT-140  Emergency Management**
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course covers the four phases of emergency management: mitigation, preparedness, response, and recovery. Topics include organizing for emergency management, coordinating for community resources, public sector liability, and the roles of government agencies at all levels. Upon completion, students should be able to demonstrate an understanding of comprehensive emergency management and the integrated emergency management system.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**FIP – FIRE PROTECTION**

**FIP-120  Intro to Fire Protection**
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course provides an overview of the development, methods, systems and regulations that apply to the fire protection field. Topics include history, evolution, statistics, suppression, organizations, careers, curriculum, and related
This course introduces fire prevention concepts as they relate to community and industrial operations referenced in NFPA standard 101. Topics include the development and maintenance of fire prevention programs, educational programs, and inspection programs. Upon completion, students should be able to research, develop, and present a fire safety program to a citizens or industrial group.

Minimum State Prerequisites: None
Minimum State Corequisites: None

FIP-128 Detection & Investigation FIP-128

This course covers procedures for determining the origin and cause of accidental and incendiary fires referenced in NFPA standard 921. Topics include collection and preservation of evidence, detection and determination of accelerants, courtroom procedure and testimony, and documentation of the fire scene. Upon completion, students should be able to conduct a competent fire investigation and present those findings to appropriate officials or equivalent.

Minimum State Prerequisites: None
Minimum State Corequisites: None

FIP-128 2014FA Detection & Investigation

This course covers procedures for determining the origin and cause of accidental and incendiary fires referenced in NFPA standard 1730. Topics include review of fire and building codes, writing inspection reports, identifying hazards, plan reviews, site sketches, and other related topics. Upon completion, students should be able to conduct a fire code compliance inspection and produce a written report.

Minimum State Prerequisites: None
Minimum State Corequisites: None

FIP-132 Building Construction

This course covers the principles and practices reference in NFPA standard 220 related to various types of building construction, including residential and commercial, as impacted by fire conditions. Topics include types of construction and related elements, fire resistive aspects of construction materials, building codes, collapse, and other related topics. Upon completion, students should be able to understand and recognize various types of construction and their positive or negative aspects as related to fire conditions.

Minimum State Prerequisites: None
Minimum State Corequisites: None

FIP-136 Inspections & Codes

This course covers the fundamentals of fire and building codes and procedures to conduct an inspection referenced in NFPA standard 1730. Topics include review of fire and building codes, writing inspection reports, identifying hazards, plan reviews, site sketches, and other related topics. Upon completion, students should be able to conduct a fire code compliance inspection and produce a written report.

Minimum State Prerequisites: None
Minimum State Corequisites: None

FIP-152 Fire Protection Law

This course covers fire protection law as referenced in NFPA standard 1. Topics include legal terms, contracts, liability, review of case histories, and other related topics. Upon completion, students should be able to discuss laws, codes, and ordinances as they relate to fire protection.

Minimum State Prerequisites: None
Minimum State Corequisites: None

FIP-164 OSHA Standards

This course covers public and private sector OSHA work site requirements referenced in NFPA standard 1250. Emphasis is placed on accident prevention and reporting, personal safety, machine operations, and hazardous material handling. Upon completion, students should be able to analyze and interpret specific OSHA regulations and write workplace policies designed to achieve compliance.

Minimum State Prerequisites: None
Minimum State Corequisites: None

FIP-220 Fire Fighting Strategies

This course provides preparation for command of initial incident operations involving emergencies within both the public and private sector referenced in NFPA standards 1561, 1710, and 1720. Topics include incident management, fire-ground tactics and strategies, incident safety, and command/control of emergency operations. Upon completion, students should be able to describe the initial incident system as it relates to operations involving various emergencies in fire and non-fire situations.

Minimum State Prerequisites: None
Minimum State Corequisites: None
### FIP-221  Adv Fire Fighting Strat

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course covers command-level operations for multi-company/agency operations involving fire and non-fire emergencies. Topics include advanced use of the Incident Command System (ICS), advanced incident analysis, command-level fire operations, and control of both man made and natural major disasters. Upon completion, students should be able to describe proper and accepted systems for the mitigation of emergencies at the level of overall scene command.

Minimum State Prerequisites: Take FIP-220
Minimum State Corequisites: None

### FIP-228  Local Govt Finance

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course introduces local governmental financial principles and practices. Topics include budget preparation and justification, revenue policies, statutory requirements, audits, and the economic climate. Upon completion, students should be able to comprehend the importance of finance as it applies to the operations of a department.

Minimum State Prerequisites: None
Minimum State Corequisites: None

### FIP-240  Fire Service Supervision

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course covers supervisory skills and practices in the fire protection field. Topics include the supervisor’s job, supervision skills, the changing work environment, managing change, organizing for results, discipline and grievances, and safety. Upon completion, students should be able to demonstrate an understanding of the roles and responsibilities of effective fire service supervision, meeting elements of NFPA 1021.

Minimum State Prerequisites: None
Minimum State Corequisites: None

### FIP-248  Fire Svc Personnel Adm

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course covers the basics of setting up and administering the personnel functions of fire protection organizations referenced in NFPA standard 1021. Emphasis is placed on human resource planning, classification and job analysis, equal opportunity employment, affirmative action, recruitment, retention, development, performance evaluation, and assessment centers. Upon completion, students should be able to demonstrate knowledge of the personnel function as it relates to managing fire protection.

Minimum State Prerequisites: None
Minimum State Corequisites: None

### FIP-260  Fire Protect Planning

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course covers the need for a comprehensive approach to fire protection planning referenced in NFPA standards 424 and 1620. Topics include the planning process, using an advisory committee, establishing goals and objectives, and techniques used to approve and implement a plan. Upon completion, students should be able to demonstrate a working knowledge of the concepts and principles of planning as it relates to fire protection.

Minimum State Prerequisites: None
Minimum State Corequisites: None

### FIP-276  Managing Fire Services

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course provides an overview of fire department operative services referenced in NFPA standard 1021. Topics include finance, staffing, equipment, code enforcement, management information, specialized services, legal issues, planning, and other related topics. Upon completion, students should be able to understand concepts and apply fire department management and operations principles.

Minimum State Prerequisites: None
Minimum State Corequisites: None

### GEL – GEOLOGY

#### GEL-111  Geology

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

### HEA – HEALTH

#### HEA-110  Personal Health/Wellness

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course is a general survey of municipal public relations and their effect on the governmental process referenced in NFPA standard 1035. Topics include principles of public relations, press releases, press conferences, public information officers, image surveys, and the effects of perceived service on fire protection delivery. Upon completion, students should be able to manage public relations functions of organizations which meet elements of NFPA 1021 for Fire Officer I and II.

Minimum State Prerequisites: None
Minimum State Corequisites: None
This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**HET – HEAVY EQUIPMENT MAINTENANCE**

**HET-110 Diesel Engines**
Class 3 Lab 9 Clinical 0 Work 0 Credit 6

This course introduces theory, design, terminology, and operating adjustments for diesel engines. Emphasis is placed on safety, theory of operation, inspection, measuring, and rebuilding diesel engines according to factory specifications. Upon completion, students should be able to measure, diagnose problems, and repair diesel engines.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**HET-114 Power Trains**
Class 3 Lab 6 Clinical 0 Work 0 Credit 5

This course introduces power transmission devices. Topics include function and operation of gears, chains, clutches, planetary gears, drive lines, differentials, and transmissions. Upon completion, students should be able to identify, research specifications, repair, and adjust power train components.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**HET-115 Electronic Engines**
Class 2 Lab 3 Clinical 0 Work 0 Credit 3

This course introduces the principles of electronically controlled diesel engines. Emphasis is placed on testing and adjusting diesel engines in accordance with manufacturers’ specifications. Upon completion, students should be able to diagnose, test, and calibrate electronically controlled diesel engines.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**HET-119 Mechanical Transmissions**
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

This course introduces the operating principles of mechanical medium and heavy duty truck transmissions. Topics include multiple counter shafts, power take-offs, sliding idler clutches, and friction clutches. Upon completion, students should be able to diagnose, inspect, and repair mechanical transmissions.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**HET-125 Preventive Maintenance**

Class 1 Lab 3 Clinical 0 Work 0 Credit 2

This course introduces preventive maintenance practices used on medium and heavy duty vehicles and rolling assemblies. Topics include preventive maintenance schedules, services, DOT rules and regulations, and road ability. Upon completion, students should be able to set up and follow a preventive maintenance schedule as directed by manufacturers.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**HET-128 Medium/Heavy Duty Tune Up**

Class 1 Lab 2 Clinical 0 Work 0 Credit 2

This course introduces tune-up and troubleshooting according to manufacturers’ specifications. Topics include troubleshooting engine systems, tune-up procedures, and use and care of special test tools and equipment. Upon completion, students should be able to troubleshoot, diagnose, and repair engines and components using appropriate diagnostic equipment.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**HET-230 Air Brakes**

Class 1 Lab 1 Clinical 0 Work 0 Credit 2

This course introduces the operation and design of air braking systems used on trucks. Topics include safety, governors, compressors, and supporting systems. Upon completion, students should be able to diagnose, disassemble, inspect, repair, and reassemble air brake systems.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**HET-231 Med/Hvy.Duty Brake System**

Class 1 Lab 3 Clinical 0 Work 0 Credit 2

This course covers the theory and repair of braking systems used in medium and heavy duty vehicles. Topics include air, hydraulic, and ABS system diagnosis and repair. Upon completion, students should be able to troubleshoot, adjust, and repair braking systems on medium and heavy duty vehicles.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**HET-233 Suspension and Steering**

Class 2 Lab 4 Clinical 0 Work 0 Credit 4

This course introduces the theory and principles of medium and heavy duty steering and suspension systems. Topics include wheel and tire problems, frame members, fifth wheel, bearings, and coupling systems. Upon completion, students should be able to troubleshoot, adjust, and repair
suspension and steering components on medium and heavy duty vehicles.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**HIS – HISTORY**

**HIS-111 World Civilizations I**
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

**HIS-112 World Civilizations II**
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

**HIS-131 American History I**
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

**HIS-132 American History II**
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

**HSC – HEALTH SCIENCES**

**HSC-110 Orientation to Health Careers**
Class 1  Lab 0  Clinical 0  Work 0  Credit 1
This course is a survey of health care professions. Topics include professional duties and responsibilities, working environments, and career choices. Upon completion, students should be able to demonstrate an understanding of the health care professions and be prepared to make informed career choices.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**HSC-140 Transcultural Healthcare**
Class 2  Lab 0  Clinical 0  Work 0  Credit 2
This course is designed to introduce students to healthcare issues related to care of diverse populations. Topics include historical and theoretical foundations of transcultural healthcare, delivering services across the lifespan and caring for diverse persons in various healthcare settings. Upon completion, students should be able to provide culturally competent healthcare to individuals, families, groups, communities and institutions.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**HUM – HUMANITIES**

**HUM-115 Critical Thinking**
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts.

Minimum State Prerequisites: Take DRE-098
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

**HYD – HYDRAULICS**

**HYD-110 Hydraulics/Pneumatics I**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>HYD-112</td>
<td>Hydraulics-Med/Heavy Duty</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISC-112</td>
<td>Industrial Safety</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>ISC-121</td>
<td>Envir Health &amp; Safety</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>LEX-110</td>
<td>Intro to Paralegal Study</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>LEX-120</td>
<td>Legal Research/Writing I</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HYD-112</td>
<td>Hydraulics-Med/Heavy Duty</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ISC-112</td>
<td>Industrial Safety</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>ISC-121</td>
<td>Envir Health &amp; Safety</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>LEX-110</td>
<td>Intro to Paralegal Study</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>LEX-120</td>
<td>Legal Research/Writing I</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTIONS**

**HYD-112 Hydraulics-Med/Heavy Duty**

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**ISC-112 Industrial Safety**

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**ISC-121 Envir Health & Safety**

This course covers workplace environmental, health, and safety concepts. Emphasis is placed on managing the implementation and enforcement of environmental health and safety regulations and on preventing accidents, injuries, and illnesses. Upon completion, students should be able to demonstrate an understanding of basic concepts of environmental health and safety.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**LEX-110 Intro to Paralegal Study**

This course introduces the paralegal profession and the legal system, and an emphasis is placed on the role of professional and legal ethics. Topics include regulations, ethics, case analysis, legal reasoning, career opportunities, professional organizations, terminology and other related topics. Upon completion, students should be able to explain the role of a paralegal and identify the skills, knowledge, and ethics required of paralegals.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**LEX-120 Legal Research/Writing I**

This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

Minimum State Prerequisites: None
Minimum State Corequisites: None
**LEX-121 Legal Research/Writing II**  
Class 2 | Lab 2 | Clinical 0 | Work 0 | Credit 3  
---|---|---|---|---  
This course covers advanced topics in legal research and writing. Topics include more complex legal issues and assignments involving preparation of legal memos, briefs, and other documents and the advanced use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.  
Minimum State Prerequisites: Take LEX-120  
Minimum State Corequisites: None

**LEX-130 Civil Injuries**  
Class 3 | Lab 0 | Clinical 0 | Work 0 | Credit 3  
---|---|---|---|---  
This course covers traditional tort concepts and the evolving body of individual rights created by statute. Topics include intentional and non-intentional torts with emphasis on negligence, strict liability, civil rights, workplace and environmental liability, remedies, and damages. Upon completion, students should be able to recognize, explain, and evaluate elements of civil injuries and related defenses.  
Minimum State Prerequisites: None  
Minimum State Corequisites: None

**LEX-140 Civil Litigation I**  
Class 3 | Lab 0 | Clinical 0 | Work 0 | Credit 3  
---|---|---|---|---  
This course introduces the structure of the legal system and the rules governing civil litigation. Topics include jurisdiction state and federal rules of civil procedure and evidence. Upon completion, students should be able to assist an attorney in pre-litigation matters and preparation of pleadings and motions.  
Minimum State Prerequisites: None  
Minimum State Corequisites: None

**LEX-141 Civil Litigation II**  
Class 2 | Lab 2 | Clinical 0 | Work 0 | Credit 3  
---|---|---|---|---  
This course covers advanced topics in the civil litigation process. Topics include motions, discovery, and trial and appellate procedures. Upon completion, students should be able to assist an attorney in preparing and organizing documents for trial, settlement and post-trial practice.  
Minimum State Prerequisites: Take LEX-140  
Minimum State Corequisites: None

**LEX-150 Commercial Law I**  
Class 2 | Lab 2 | Clinical 0 | Work 0 | Credit 3  
---|---|---|---|---  
This course covers legally enforceable agreements, forms of organization, and selected portions of the Uniform Commercial Code. Topics include drafting and enforcement of contracts, leases, and related documents and selection and implementation of business organization forms, sales, and commercial papers. Upon completion, students should be able to apply the elements of a contract, prepare various business documents, and understand the role of commercial paper.  
Minimum State Prerequisites: None  
Minimum State Corequisites: None

**LEX-160 Criminal Law & Procedure**  
Class 2 | Lab 2 | Clinical 0 | Work 0 | Credit 3  
---|---|---|---|---  
This course introduces substantive criminal law and procedural rights of the accused. Topics include elements of state/federal crimes, defenses, constitutional issues, pre-trial and trial process, and other related topics. Upon completion, students should be able to explain elements of specific crimes and assist an attorney in preparing a criminal case.  
Minimum State Prerequisites: None  
Minimum State Corequisites: None

**LEX-210 Real Property I**  
Class 3 | Lab 0 | Clinical 0 | Work 0 | Credit 3  
---|---|---|---|---  
This course introduces the study of real property law. Topics include the distinction between real and personal property, various estates, mechanics of conveyance and encumbrance, recordation, special proceedings, and other related topics. Upon completion, students should be able to identify estates, forms of deeds, requirements for recording, and procedures to enforce rights to real property.  
Minimum State Prerequisites: None  
Minimum State Corequisites: None

**LEX-214 Investigat & Trial Prep**  
Class 1 | Lab 4 | Clinical 0 | Work 0 | Credit 3  
---|---|---|---|---  
This course introduces the fundamentals of investigation. Topics include compiling/assembling data for cases; investigative planning/information gathering techniques; locating/interviewing witnesses; collection/preserving/evaluating sufficiency/admissibility of evidence; preparation of reports; and evidence presentation at depositions/court proceeding. Upon completion, students should be able to plan/use investigative checklists, understand/demonstrate investigative techniques, prepare reports, and enhance verbal and interpersonal communications skills and interviewing techniques.  
Minimum State Prerequisites: None  
Minimum State Corequisites: None

**LEX-240 Family Law**  
Class 3 | Lab 0 | Clinical 0 | Work 0 | Credit 3  
---|---|---|---|---  
This course covers laws governing domestic relations. Topics include marriage, separation, divorce, child custody, support, property division, adoption, domestic violence, and other related topics. Upon completion, students should be able to interview clients, gather information, and draft documents related to family law.  
Minimum State Prerequisites: None  
Minimum State Corequisites: None
LEX-250   Wills, Estates, & Trusts
Class 2   Lab 2   Clinical 0   Work 0   Credit 3
This course covers various types of wills, trusts, probate, estate administration, and intestacy. Topics include types of wills and execution requirements, caveats and dissents, intestate succession, inventories and accountings, distribution and settlement, and other related topics. Upon completion, students should be able to draft simple wills, prepare estate forms, understand administration of estates including taxation, and explain terms regarding trusts.
Minimum State Prerequisites: None
Minimum State Corequisites: None

LEX-280   Ethics & Professionalism
Class 2   Lab 0   Clinical 0   Work 0   Credit 2
This course reinforces legal ethics and the role of the paralegal in a professional work environment. Topics include a review of ethics, employment opportunities, and search techniques; paralegal certification and other related topics. Upon completion, students should be able to understand the paralegal's role in the ethical practice of law.
Minimum State Prerequisites: None
Minimum State Corequisites: None

MAC – MACHINING

MAC-112   Machining Technology II
Class 2   Lab 12   Clinical 0   Work 0   Credit 6
This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling.
Minimum State Prerequisites: None
Minimum State Corequisites: None

MAC-121   Intro to CNC
Class 2   Lab 0   Clinical 0   Work 0   Credit 2
This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage.
Minimum State Prerequisites: None
Minimum State Corequisites: None

MAC-122   CNC Turning
Class 1   Lab 3   Clinical 0   Work 0   Credit 2
This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.
Minimum State Prerequisites: None
Minimum State Corequisites: None

MAC-124   CNC Milling
Class 1   Lab 3   Clinical 0   Work 0   Credit 2
This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.
Minimum State Prerequisites: None
Minimum State Corequisites: None

MAC-141   Machining Applications I
Class 2   Lab 6   Clinical 0   Work 0   Credit 4
This course provides an introduction to a variety of material-working processes that are common to the machining industry. Topics include safety, process-specific machining equipment, measurement devices, set-up and layout instruments, and common shop practices. Upon completion, students should be able to safely demonstrate basic machining operations, accurately measure components, and effectively use layout instruments.
Minimum State Prerequisites: None
Minimum State Corequisites: None

MAC-141A   Machining Appl I Lab
Class 0   Lab 6   Clinical 0   Work 0   Credit 2
This course provides an introduction to a variety of material-working processes, in a laboratory setting, that are common to the machining industry. Topics include safety, process-specific machining equipment, measurement devices, set-up and layout instruments, and common shop practices. Upon completion, students should be able to safely demonstrate basic machining operations, accurately measure components, and effectively use layout instruments.
Minimum State Prerequisites: None
Minimum State Corequisites: None

MAC-151   Machining Calculations
Class 1   Lab 2   Clinical 0   Work 0   Credit 2
This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations.
Minimum State Prerequisites: None
Minimum State Corequisites: None
MAC-152 Adv Machining Calc
Class 1 Lab 2 Clinical 0 Work 0 Credit 2
This course combines mathematical functions with practical machine shop applications and problems. Emphasis is placed on gear ratios, lead screws, indexing problems, and their applications in the machine shop. Upon completion, students should be able to calculate solutions to machining problems.
Minimum State Prerequisites: None
Minimum State Corequisites: None

MAC-171 Measure/Material & Safety
Class 0 Lab 2 Clinical 0 Work 0 Credit 1
This course introduces precision measuring instruments, process control and adjustment, inspection, material handling and workplace safety. Topics include properly identifying and handling various measurement instruments and materials, process control, adjustment and improvement, personal protective equipment (PPE) and OSHA safety regulations. Upon completion, students should be able to safely demonstrate effective measurement techniques, identify and handle various materials, and explain safe industry practices.
Minimum State Prerequisites: None
Minimum State Corequisites: None

MAC-224 Advanced CNC Milling
Class 1 Lab 3 Clinical 0 Work 0 Credit 2
This course covers advanced methods in setup and operation of CNC machining centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC machining centers.
Minimum State Prerequisites: None
Minimum State Corequisites: None

MAC-233 Appl in CNC Machining
Class 2 Lab 12 Clinical 0 Work 0 Credit 6
This capstone course provides students the opportunity to apply skills learned throughout the curriculum. Emphasis is placed on production of parts and assemblies using modern CNC machine tools. Upon completion, students should be able to manufacture complex parts using a variety of CNC machine tools.
Minimum State Prerequisites: None
Minimum State Corequisites: None

MAC-241 Jigs & Fixtures I
Class 2 Lab 6 Clinical 0 Work 0 Credit 4
This course introduces the application and use of jigs and fixtures. Emphasis is placed on design and manufacture of simple jigs and fixtures. Upon completion, students should be able to design and build simple jigs and fixtures.
Minimum State Prerequisites: None
Minimum State Corequisites: None

MAC-247 Production Tooling
Class 2 Lab 0 Clinical 0 Work 0 Credit 2
This course provides advanced study in tooling currently utilized in the production of metal parts. Emphasis is placed on the proper use of tooling used on CNC and other production machine tools. Upon completion, students should be able to choose proper tool grades based on manufacturing requirements and troubleshoot carbide tooling problems.
Minimum State Prerequisites: None
Minimum State Corequisites: None

MAM – MAMMOGRAPHY

MAM-101 Mammography Procedures and Image Analysis
Class 3 Lab 3 Clinical 0 Work 0 Credit 4
This course provides the fundamentals of mammography positioning, patient care, and image analysis. Topics include breast anatomy/physiology, pathology and treatment of breast disease, patient preparation/education, mammographic procedures, and interventional procedures. Upon completion, students should be able to demonstrate competence in these areas.
Minimum State Prerequisites: None
Minimum State Corequisites: None

MAM-102 Mammography Instrumentation and Quality Assurance
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course is a comprehensive study of physics, instrumentation, quality assurance, and quality control for digital mammography imaging systems. Topics include system components, imaging principles, and guidelines for selecting exposure factors. Upon completion, students should be able to demonstrate an understanding of mammographic equipment, quality assurance, and quality control.
Minimum State Prerequisites: None
Minimum State Corequisites: None

MAM-103 Digital Mammography
Class 1 Lab 0 Clinical 0 Work 0 Credit 1
This course is a comprehensive study of digital mammography. Topics include producing digital mammograms, understanding image processing, display, archive, and communication techniques, and determining proper image quality, radiation dose, and quality control procedures. Upon completion, students should be able to demonstrate the concepts of digital imaging, the process to produce digital mammograms, and the establishment of QC procedures.
Minimum State Prerequisites: None
Minimum State Corequisites: None
MAM-104 Digital Breast Tomosynthesis
Class 1 Lab 0 Clinical 0 Work 0 Credit 1

This course is a comprehensive study of digital breast tomosynthesis (DBT). Topics include the technology of DBT, application of DBT in the clinical setting, digital detector technology, the role of DBT in detecting breast cancer, and performing quality control procedures. Upon completion, students should be able to demonstrate the concepts of digital breast tomosynthesis, understand the application and role of DBT in the clinical setting, and perform quality control procedures.

Minimum State Prerequisites: None
Minimum State Corequisites: None

MAM-105 Mammography Clinical Education
Class 1 Lab 0 Clinical 15 Work 0 Credit 5

This course provides the opportunity to apply knowledge gained from the classroom instruction to the mammography clinical setting. Emphasis is placed on patient care and positioning, mammographic procedures, interventional/special examinations, image analysis, and quality control testing. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Minimum State Prerequisites: None
Minimum State Corequisites: None

MAT – MATHEMATICS

MAT-110 Math Measurement & Literacy
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

Minimum State Prerequisites: Take All: DMA-010, DMA-020, and DMA-030
Minimum State Corequisites: None

MAT-121 Algebra/Trigonometry I
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

This course provides an integrated approach to technology and the skills required to manipulate, display and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

Minimum State Prerequisites: Take All: DMA-010, DMA-020, DMA-030, DMA-040, DMA-50, and DMA-60.
Minimum State Corequisites: None

MAT-143 Quantitative Literacy
Class 2 Lab 2 Clinical 0 Work 0 Credit 3

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life.

Minimum State Prerequisites: Take All: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DRE-098
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative).

MAT-152 Statistical Methods I
Class 3 Lab 2 Clinical 0 Work 0 Credit 4

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results.

Minimum State Prerequisites: Take All: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DRE-098
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative).
MAT-171 Precalculus Algebra
Class 3 Lab 2 Clinical 0 Work 0 Credit 4
This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to demonstrate understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results.
Minimum State Prerequisites: Take MAT-171
College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics.

MAT-172 Precalculus Trigonometry
Class 3 Lab 2 Clinical 0 Work 0 Credit 4
This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology.
Minimum State Prerequisites: Take MAT-171
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics.

MAT-263 Brief Calculus
Class 3 Lab 2 Clinical 0 Work 0 Credit 4
This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results.
Minimum State Prerequisites: Take MAT-171
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics.

MAT-271 Calculus I

MAT-272 Calculus II
Class 3 Lab 2 Clinical 0 Work 0 Credit 4
This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology.
Minimum State Prerequisites: Take MAT-271
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics.

MAT-273 Calculus III
Class 3 Lab 2 Clinical 0 Work 0 Credit 4
This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology.
Minimum State Prerequisites: Take MAT-272
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Mathematics.

MAT-280 Linear Algebra
Class 2 Lab 2 Clinical 0 Work 0 Credit 3
This course provides an introduction to linear algebra topics. Emphasis is placed on the development of abstract concepts and applications for vectors, systems of equations, matrices, determinants, vector spaces, multi-dimensional linear transformations, eigenvectors, eigenvalues, diagonalization and orthogonality. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate
models and techniques for finding solutions to linear algebra-related problems with and without technology.

Minimum State Prerequisites: Take MAT-271
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

MAT-285 Differential Equations
Class 2 Lab 2 Clinical 0 Work 0 Credit 3
This course provides an introduction to topics involving ordinary differential equations. Emphasis is placed on the development of abstract concepts and applications for first-order and linear higher-order differential equations, systems of differential equations, numerical methods, series solutions, eigenvalues and eigenvectors, and Laplace transforms. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to differential equations-related problems with and without technology.

Minimum State Prerequisites: Take MAT-272
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

MEC – MECHANICAL

MEC-231 Comp-Aided Manufact I
Class 1 Lab 4 Clinical 0 Work 0 Credit 3
This course introduces computer-aided design/manufacturing (CAD/CAM) applications and concepts. Topics include software, programming, data transfer and verification, and equipment setup. Upon completion, students should be able to produce parts using CAD/CAM applications.

Minimum State Prerequisites: None
Minimum State Corequisites: None

MEC-232 Comp-Aided Manufact II
Class 1 Lab 4 Clinical 0 Work 0 Credit 3
This course provides an in-depth study of CAM applications and concepts. Emphasis is placed on the manufacturing of complex parts using computer-aided manufacturing software. Upon completion, students should be able to manufacture complex parts using CAM software.

Minimum State Prerequisites: Take MEC-231
Minimum State Corequisites: None

MED – MEDICAL ASSISTING

MED-110 Orientation to Med Assist
Class 1 Lab 0 Clinical 0 Work 0 Credit 1
This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

Minimum State Prerequisites: None
Minimum State Corequisites: None

MED-118 Medical Law and Ethics
Class 2 Lab 0 Clinical 0 Work 0 Credit 2
This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.

Minimum State Prerequisites: None
Minimum State Corequisites: None

MED-120 Survey of Med Terminology
Class 2 Lab 0 Clinical 0 Work 0 Credit 2
This course introduces the vocabulary, abbreviations, and symbols used in the language of medicine. Emphasis is placed on building medical terms using prefixes, suffixes, and word roots. Upon completion, students should be able to pronounce, spell, and define accepted medical terms.

Minimum State Prerequisites: None
Minimum State Corequisites: None

MED-121 Medical Terminology I
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

Minimum State Prerequisites: None
Minimum State Corequisites: None

MED-122 Medical Terminology II
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

Minimum State Prerequisites: Take MED-121
Minimum State Corequisites: None
**MED-130 Admin Office Proc I**  
**Class 1 Lab 2 Clinical 0 Work 0 Credit 2**  
This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

**MED-131 Admin Office Proc II**  
**Class 1 Lab 2 Clinical 0 Work 0 Credit 2**  
This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

**MED-140 Exam Room Procedures I**  
**Class 3 Lab 4 Clinical 0 Work 0 Credit 5**  
This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

**MED-150 Laboratory Procedures I**  
**Class 3 Lab 4 Clinical 0 Work 0 Credit 5**  
This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

**MED-180 CPR Certification**  
**Class 0 Lab 2 Clinical 0 Work 0 Credit 1**  
This course provides the basic knowledge and skills necessary to perform infant, child, and adult CPR and to manage foreign body airway obstruction. Emphasis is placed on triage, assessment, and proper management of emergency care. Upon completion, students should be able to perform the infant, child, and adult CPR.

Minimum State Prerequisites: None

**MED-230 Admin Office Proc III**  
**Class 1 Lab 2 Clinical 0 Work 0 Credit 2**  
This course provides advanced medical office administrative procedures. Emphasis is placed on management skills including personnel supervision, practice management, public relations, and insurance coding. Upon completion, students should be able to exhibit advanced managerial medical assisting skills.

Minimum State Prerequisites: Take MED-131  
Minimum State Corequisites: None

**MED-240 Exam Room Procedures II**  
**Class 3 Lab 4 Clinical 0 Work 0 Credit 5**  
This course is designed to expand and build upon skills presented in MED 140. Emphasis is placed on advanced exam room procedures. Upon completion, students should be able to demonstrate enhanced competence in selected exam room procedures.

Minimum State Prerequisites: Take MED-140  
Minimum State Corequisites: None

**MED-260 MED Clinical Practicum**  
**Class 0 Lab 0 Clinical 15 Work 0 Credit 5**  
This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

**MED-262 Clinical Perspectives**  
**Class 1 Lab 0 Clinical 0 Work 0 Credit 1**  
This course is designed to explore personal and occupational responsibilities of the practicing medical assistant. Emphasis is placed on problems encountered during externships and development of problem-solving skills. Upon completion, students should be able to demonstrate courteous and diplomatic behavior when solving problems in the medical facility.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

**MED-264 Med Assisting Overview**  
**Class 2 Lab 0 Clinical 0 Work 0 Credit 2**  
This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able
to demonstrate competence in the areas covered on the national certification examination for medical assistants.

Minimum State Prerequisites: None
Minimum State Corequisites: None

MED-270  Symptomatology
Class 2  Lab 2  Clinical 0  Work 0  Credit 3
This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.

Minimum State Prerequisites: None
Minimum State Corequisites: None

MED-272  Drug Therapy
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.

Minimum State Prerequisites: None
Minimum State Corequisites: None

MED-274  Diet Therapy/Nutrition
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course introduces the basic principles of nutrition as they relate to health and disease. Topics include basic nutrients, physiology, dietary deficiencies, weight management, and therapeutic nutrition in wellness and disease. Upon completion, students should be able to interpret clinical and dietary data and provide patient counseling and education.

Minimum State Prerequisites: None
Minimum State Corequisites: None

MED-276  Patient Education
Class 1  Lab 2  Clinical 0  Work 0  Credit 2
This course is designed to provide communication skills, basic education principles, and knowledge of available community resources and to apply this knowledge to the clinical setting. Emphasis is placed on identifying appropriate community resources, developing patient education materials, and perfecting written and oral communication skills. Upon completion, students should be able to instruct, communicate effectively, and act as a liaison between the patient and community agencies.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**MKT – MARKETING AND RETAILING**

MKT-120  Principles of Marketing
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

Minimum State Prerequisites: None
Minimum State Corequisites: None

MKT-220  Advertising and Sales Promotion
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**MNT – MAINTENANCE**

MNT-110  Intro to Maint Procedures
Class 1  Lab 3  Clinical 0  Work 0  Credit 2
This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

Minimum State Prerequisites: None
Minimum State Corequisites: None

MNT-240  Indust Equip Troubleshoot
Class 1  Lab 3  Clinical 0  Work 0  Credit 2
This course covers the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electro-mechanical and fluid power equipment troubleshooting, calibration, and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**MRI – MAGNETIC RESONANCE IMAGING**

MRI-213  MR Patient Care & Safety
Class 2  Lab 0  Clinical 0  Work 0  Credit 2
This course covers magnetic field safety issues concerning
patients and other healthcare personnel. Emphasis is placed on screening skills, biological magnetic field effects, and the management of an MR facility. Upon completion, the student should be able to demonstrate a safe MR environment for patients and all personnel.

Minimum State Prerequisites: None
Minimum State Corequisites: Take All: MRI-216 and MRI-250
College Transfer: N/A

**MRI-214 MRI Procedures I**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course introduces scan procedures for the central nervous and musculoskeletal systems with MRI imaging. Emphasis is placed on patient set-up, scan parameters, methods of data acquisition, and contrast administration with each of these types of procedures. Upon completion, students should be able to demonstrate all aspects of MR imaging to successfully scan the central nervous and musculoskeletal systems.

Minimum State Prerequisites: None
Minimum State Corequisites: Take All: MRI-216 and MRI-250
College Transfer: N/A

**MRI-215 MRI Procedures II**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course provides advanced scan procedures for the neck, chest, abdomen, and pelvic systems with MR imaging. Emphasis is placed on patient set-up, scan parameters, methods of data acquisition, and contrast administration with each of these types of procedures. Upon completion, students should be able to demonstrate all aspects of MR imaging to successfully scan the chest, abdomen, and pelvic systems.

Minimum State Prerequisites: Take MRI-214
Minimum State Corequisites: Take All: MRI-218, MRI-242, and MRI-270
College Transfer: N/A

**MRI-216 MRI Instrumentation**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course covers instrumentation utilized to produce the magnetic fields allowing MRI imaging to take place. Emphasis will be placed on equipment operations and use, inclusive of the static field, gradient fields, and the radiofrequency fields. Upon completion, the student should be able to demonstrate an understanding of the utilization of all MRI equipment in an MRI facility.

Minimum State Prerequisites: None
Minimum State Corequisites: Take All: MRI-213 and MRI-250
College Transfer: N/A

**MRI-217 MRI Physics I**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course is designed to cover the basic physics fundamentals of magnetic resonance imaging. Emphasis is placed on the historical development, basic imaging principles, and use of basic scan parameters and pulse sequences. Upon completion, the student should be able to demonstrate an understanding of the basic fundamentals of magnetic resonance.

Minimum State Prerequisites: Take MRI-216
Minimum State Corequisites: Take All: MRI-214, MRI-241, and MRI-260
College Transfer: N/A

**MRI-218 MRI Physics II**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course is designed to cover the advanced physics concepts of magnetic resonance imaging. Emphasis is placed on advanced imaging parameters and techniques, angiography methods, image artifacts, and quality control. Upon completion, the student should be able to demonstrate an understanding of the advanced physics concepts of magnetic resonance imaging.

Minimum State Prerequisites: Take MRI-217
Minimum State Corequisites: Take All: MRI-215, MRI-242, and MRI-270
College Transfer: N/A

**MRI-241 MRI Anatomy & Path I**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course covers anatomical and pathological information about the components of the central nervous and musculoskeletal system. Emphasis is placed upon identification of anatomy and pathology on MRI images of the central nervous and musculoskeletal systems. Upon completion, the student should be able to identify anatomy and pathology of the central nervous and musculoskeletal systems.

Minimum State Prerequisites: None
Minimum State Corequisites: Take All: MRI-214, MRI-217, and MRI-260
College Transfer: N/A

**MRI-242 MRI Anatomy & Path II**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course covers anatomical and pathological information about the components of the neck, chest, abdomen, and pelvic systems. Emphasis is placed upon identification of anatomy and pathology on MRI images of the neck, chest, abdomen, and pelvic systems. Upon completion, the student should be able to identify anatomy and pathology of the neck, chest, abdomen, and pelvic systems.

Minimum State Prerequisites: Take MRI-241
Minimum State Corequisites: Take All: MRI-215, MRI-218, and MRI-270
College Transfer: N/A

**MRI-250 MRI Clinical Ed I**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

CIS Course ID S21945
Effective Term: Fall 2007
End Term

**MRI-260 MRI Clinical Ed II**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>21</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

This course provides advanced experience in the MR clinical setting with attention to central nervous and musculoskeletal system imaging. Emphasis is placed on demonstration of methods of data acquisition with respect to central nervous and musculoskeletal system imaging. Upon completion, students should be able to demonstrate selected MR procedures/techniques as they relate to the central nervous system and musculoskeletal imaging.

Minimum State Prerequisites: Take MRI-250
Minimum State Corequisites: Take All: MRI-214, MRI-217, and MRI-241
College Transfer: N/A

**MRI-270 MRI Clinical Ed III**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>24</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

This course provides additional advanced experience in the MR clinical setting with attention to neck, chest, abdomen, and pelvic system imaging. Emphasis is placed on demonstration of methods of data acquisition with respect to neck, chest, abdomen, and pelvic system imaging. Upon completion, students should be able to selected MR procedures/techniques that are used in neck, chest, abdomen, and pelvic system imaging.

Minimum State Prerequisites: Take MRI-260
Minimum State Corequisites: Take All: MRI-215, MRI-218, and MRI-242
College Transfer: N/A

**MRI-271 MRI Capstone**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

This course provides experience using problem solving skills required for certification. Emphasis is placed on critical thinking and integration of didactic and clinical components. Upon completion, students should be able to demonstrate knowledge required of any entry level MR technologist.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: N/A

**MTH – THERAPEUTIC MASSAGE**

**MTH-110 Fundamentals of Massage**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>

This course introduces concepts basic to the role of the massage therapist in a variety of clinical settings. Emphasis is placed on beginning theory and techniques of body work as well as skill in therapeutic touch. Upon completion of the course, the student should be able to apply basic practical massage therapy skills.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**MTH-120 Ther Massage Applications**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>

This course provides an expanded knowledge and skill base for the massage therapist in a variety of clinical settings. Emphasis is placed on selected therapeutic approaches throughout the lifespan. Upon completion, students should be able to perform entry level therapeutic massage on various populations.

Minimum State Prerequisites: Take MTH-110
Minimum State Corequisites: None

**MTH-121 Clinical Supplement I**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

This course is designed to introduce the student to a variety of clinical experiences. Emphasis is placed on applying the therapeutic massage process across the lifespan. Upon completion, students should be able to demonstrate delivery of massage techniques in a clinical setting.

Minimum State Prerequisites: None
Minimum State Corequisites: Take One: MTH-110, MTH-120, MTH-125, MTH-210 or MTH-220

**MTH-125 Ethics of Massage**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course is designed to explore issues related to the practice of massage therapy. Emphasis is placed on ethical, legal, professional, and political issues. Upon completion of this course the student should be able to discuss issues relating to the practice of massage therapy, client/therapist relationships as well as ethical issues.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**MTH-130 Therapeutic Massage Mgmt**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course introduces the basic responsibilities in the development and administration of a professional massage therapy practice. Emphasis is placed on identifying successful practice management methods such as selecting a business structure, negotiating a contract/lease, developing a business/marketing plan, designing a massage space, differentiating spa from clinical practice, management of client/financial records and physician referral. Upon completion, students should be able to
demonstrate the knowledge and skills necessary to develop and manage a massage therapy practice.

Minimum State Prerequisites: Take MTH-110
Minimum State Corequisites: None

**MTH-210 Advanced Skills of Massage**
Class 4 Lab 9 Clinical 3 Work 0 Credit 8
This course provides knowledge and skills in diverse body work modalities in a variety of clinical settings. Emphasis is placed on selected techniques such as Neuromuscular Therapy, Sports Massage, Soft Tissue Release, Spa Approaches, Oriental Therapies, and energy techniques. Upon completion, students should be able to perform basic skills in techniques covered.

Minimum State Prerequisites: Take MTH-120 or MTH-121
Minimum State Corequisites: None

**MTH-220 Outcome-Based Massage**
Class 4 Lab 6 Clinical 3 Work 0 Credit 7
This course provides knowledge and skills in more complex body works modalities in a variety of clinical settings. Emphasis is placed on developing advanced skills in outcome-based massage. Upon completion, students should be able to perform basic skills in techniques covered.

Minimum State Prerequisites: Take MTH-120, MTH-121, or MTH-221
Minimum State Corequisites: None

**MTH-221 Clinical Supplement II**
Class 0 Lab 0 Clinical 6 Work 0 Credit 2
This course is designed to be offered as an advanced clinical experience. Emphasis is placed on applying an advanced therapeutic massage process across the lifespan. Upon completion, students should be able to demonstrate delivery of massage at an advanced level in a clinical setting.

Minimum State Prerequisites: Take MTH-110
Minimum State Corequisites: Take One: MTH-120, MTH-125, MTH-210, or MTH-220.

**MUS - MUSIC**

**MUS-110 Music Appreciation**
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-151</td>
<td>Class Music I</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Minimum State Prerequisites: None Minimum State Corequisites: None College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS-152</td>
<td>Class Music II</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>This course is a continuation of MUS 151. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Minimum State Prerequisites: Take MUS-151 Minimum State Corequisites: None College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS-221</td>
<td>Music Theory III</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>This course is a continuation of MUS 122. Emphasis is placed on altered and chromatic harmony, common practice era compositional techniques and forms, and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. Minimum State Prerequisites: Take MUS-122 Minimum State Corequisites: None College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS-222</td>
<td>Music Theory IV</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>This course is a continuation of studies begun in MUS 221. Emphasis is placed on continued study of common practice era compositional techniques and forms, 20th century practices, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. Minimum State Prerequisites: Take MUS-221 Minimum State Corequisites: None College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS-231</td>
<td>Chorus III</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>This course is a continuation of MUS 132. Emphasis is placed on vocal techniques and the study of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. Minimum State Prerequisites: Take MUS-132 Minimum State Corequisites: None College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS-232</td>
<td>Chorus IV</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>This course is a continuation of MUS 231. Emphasis is placed on vocal techniques and the study of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. Minimum State Prerequisites: Take MUS-231 Minimum State Corequisites: None College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAS-101</td>
<td>Nurse Aide I</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>This course includes basic nursing skills required to provide safe, competent personal care for individuals. Emphasis is placed on person-centered care, the aging process, communication, safety/emergencies, infection prevention, legal and ethical issues, vital signs, height and weight measurements, elimination, nutrition, basic restorative care/rehabilitation, dementia, mental health and end-of-life care. Upon completion, students should be able to demonstrate knowledge and skills and be eligible to test for listing on the North Carolina Nurse Aide I Registry. State Prerequisites: None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NAS-102  Nurse Aide II
Class 3   Lab 2   Clinical 6   Work 0   Credit 6
This course provides training in Nurse Aide II tasks. Emphasis is placed on the role of the Nurse Aide II, sterile technique and specific tasks such as urinary catheterization, wound care, respiratory procedures, ostomy care, peripheral IV assistive activities, and alternative feeding methods. Upon completion, students should be able to demonstrate knowledge and skills and safe performance of skills necessary to be eligible for listing on the North Carolina Nurse Aide II Registry.
State Prerequisites: None
State Corequisites: None

NAS-103  Home Health Care Nurse Aide
Class 4   Lab 4   Clinical 0   Work 0   Credit 6
This course provides advanced training for the currently listed Nurse Aide I enhancing specific skills needed when working in the home care setting. Topics include person-centered care, nutrition, hydration, patient and personal safety, mental health, dementia, behavioral challenges, pain management, palliative care, and stress management. Upon completion, students are eligible for listing as a home care nurse aide with the North Carolina Nurse Aide Registry.
State Prerequisites: Take NAS-101
State Corequisites: None

NAS-106  Geriatric Aide
Class 5   Lab 0   Clinical 3   Work 0   Credit 6
This course is designed to enhance the knowledge of the Nurse Aide I providing care to the aging population. Emphasis is placed on the person-centered care, stress management, health promotion, dementia/challenging behaviors, mental health issues, and end-of-life/palliative care. Upon completion, students should be able to demonstrate knowledge and provide safe care for the aging population and are eligible to be listed on the North Carolina Geriatric Nurse Aide registry.
State Prerequisites: Take NAS-101
State Corequisites: None

NET – NETWORKING TECHNOLOGY

NET-110  Networking Concepts
Class 2   Lab 2   Clinical 0   Work 0   Credit 3
This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetworking, and TCP/IP Protocols.
Minimum State Prerequisites: None

NET-125  Introduction to Networks
Class 1   Lab 4   Clinical 0   Work 0   Credit 3
This course introduces the architecture, structure, functions, components, and models of the Internet and computer networks. Topics include introduction to the principles of IP addressing and fundamentals of Ethernet concepts, media, and operations. Upon completion, students should be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.
Minimum State Prerequisites: None
Minimum State Corequisites: None

NET-126  Routing Basics
Class 1   Lab 4   Clinical 0   Work 0   Credit 3
This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs.
Minimum State Prerequisites: Take NET-125
Minimum State Corequisites: None

NET-225  Routing & Switching I
Class 1   Lab 4   Clinical 0   Work 0   Credit 3
This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite courses. Upon completion, students should be able to perform tasks related to VLANs, routing protocols, switching concepts and configuration, STP, VLANs, and VTP.
Minimum State Prerequisites: Take NET-126
Minimum State Corequisites: None

NET-226  Routing and Switching II
Class 1   Lab 4   Clinical 0   Work 0   Credit 3
This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol.
Minimum State Prerequisites: Take NET-225
Minimum State Corequisites: None
NET-289 Networking Project
Class 1  Lab 4  Clinical 0  Work 0  Credit 3
This course provides an opportunity to complete a significant networking project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete a project from the design phase through implementation.
Minimum State Prerequisites: None
Minimum State Corequisites: None

NMT – NUCLEAR MEDICINE

NMT-110 Intro to Nuclear Medicine
Class 2  Lab 0  Clinical 0  Work 0  Credit 2
This course provides a comprehensive introduction to the field of nuclear medicine. Topics include overview of school, program, and profession; medical terminology and ethics; medical legal issues; general patient care and radiation safety practices; and departmental organization. Upon completion, students should be able to utilize various learning resources and demonstrate understanding of radiation safety standards and ethical, professional conduct.
Minimum State Prerequisites: None
Minimum State Corequisites: None

NMT-126 Nuclear Physics
Class 2  Lab 0  Clinical 0  Work 0  Credit 2
This course introduces the fundamental principles of the physics that underlie nuclear medicine. Topics include atomic structure, electromagnetic and particulate radiation, decay schemes, production of radionuclides with emphasis on radionuclide generators, and decay calculations. Upon completion, students should be able to demonstrate an understanding of the physical concepts covered in the course.
Minimum State Prerequisites: Take NMT-110
Minimum State Corequisites: None

NMT-132 Overview-Clinical Nuc Med
Class 2  Lab 0  Clinical 6  Work 0  Credit 4
This course is designed to familiarize students with the clinical practice of nuclear medicine. Emphasis is placed on the routine clinical procedures, radiopharmaceuticals and dosage, equipment manipulation, and basic patient care. Upon completion, students should be able to demonstrate integration of the principles covered in the classroom with the clinical experience.
Minimum State Prerequisites: Take NMT-110
Minimum State Corequisites: None

NMT-134 Nuclear Pharmacy
Class 2  Lab 0  Clinical 0  Work 0  Credit 2
This course covers the formulation and application of radiopharmaceuticals. Topics include the preparation, handling, disposition, and quality control of clinically useful radiopharmaceuticals. Upon completion, students should be able to discuss the appropriate use and disposition of radiopharmaceuticals currently used in clinical nuclear medicine.
Minimum State Prerequisites: Take NMT-110
Minimum State Corequisites: None

NMT-211 NMT Clinical Practice I
Class 0  Lab 21  Clinical 0  Work 0  Credit 7
This course is one of two courses designed to provide clinical practice in nuclear medicine. Topics include radiation protection, radiopharmaceutical use, patient care, imaging procedures, non-imaging procedures, administrative procedures, and the therapeutic use of radionuclide. Upon completion, students should be able to demonstrate performance of the procedures covered in the course.
Minimum State Prerequisites: Take NMT-132
Minimum State Corequisites: None

NMT-212 Proc for Nuclear Med I
Class 2  Lab 0  Clinical 0  Work 0  Credit 2
This course begins the in-depth study of clinical procedures performed by nuclear medicine technologists. Emphasis is placed on dose administration, use of instrumentation, computer applications, and normal and abnormal presentation. Upon completion, students should be able to demonstrate an understanding of the principles related to the procedures presented in the course.
Minimum State Prerequisites: None
Minimum State Corequisites: Take NMT-132

NMT-215 Non-Imaging Instrumentation
Class 1  Lab 3  Clinical 0  Work 0  Credit 2
This course covers the proper operation of various types of non-imaging equipment used in nuclear medicine. Emphasis is placed on principles of radiation detection, quality control procedures, various counting problems, and machine-specific operating procedures. Upon completion, students should be able to demonstrate the proper use of the devices discussed in the course.
Minimum State Prerequisites: Take NMT-132
Minimum State Corequisites: None

NMT-217 Radiobiology and Protection
Class 2  Lab 0  Clinical 0  Work 0  Credit 2
This course covers the principles of radiation biology. Emphasis is placed on the effects of ionizing radiation on body tissue, uses of radiation in medicine, and protective measures. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in nuclear medicine.
Minimum State Prerequisites: Take NMT-132
Minimum State Corequisites: None
NMT-221  NMT Clinical Practice II
Class 0  Lab 0  Clinical 21  Work 0  Credit 7
This course is one of two courses designed to provide clinical practice in nuclear medicine. Topics include radiation protection, radiopharmaceutical use, patient care, imaging procedures, non-imaging procedures, administrative procedures, and the therapeutic use of radionuclides. Upon completion, students should be able to demonstrate performance of the procedures covered in this course.
Minimum State Prerequisites: Take NMT-132
Minimum State Corequisites: None

NMT-222  Proc for Nuclear Med II
Class 2  Lab 0  Clinical 0  Work 0  Credit 2
This course concludes the in-depth study of clinical procedures performed in nuclear medicine. Topics include method of dose administration, data acquisition parameters, computer use, and data patterns consistent with normal and described pathological states. Upon completion, students should be able to demonstrate an understanding of the principles related to the procedures discussed in the course.
Minimum State Prerequisites: Take NMT-132
Minimum State Corequisites: None

NMT-289  Nuc Med Tech Topics
Class 2  Lab 3  Clinical 0  Work 0  Credit 3
This course covers professional practice in nuclear medicine. Emphasis is placed on the procedures vital to a clinical nuclear medicine staff technologist. Upon completion, students should be able to demonstrate a comprehensive knowledge of nuclear medicine and be prepared for the comprehensive examination.
Minimum State Prerequisites: Take NMT-211
Minimum State Corequisites: Take NMT-222

NOS – NETWORK OPERATING SYSTEMS

NOS-110  Operating Systems Concepts
Class 2  Lab 3  Clinical 0  Work 0  Credit 3
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.
Minimum State Prerequisites: None
Minimum State Corequisites: None

NOS-120  Linux/UNIX Single User
Class 2  Lab 2  Clinical 0  Work 0  Credit 3
This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.
Minimum State Prerequisites: Take One: CET-211, CTI-130, or NOS-110
Minimum State Corequisites: None

NOS-130  Windows Single User
Class 2  Lab 2  Clinical 0  Work 0  Credit 3
This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.
Minimum State Prerequisites: Take One: CET-211, CTI-130, or NOS-110
Minimum State Corequisites: None

NOS-220  Linux/Unix Admin I
Class 2  Lab 2  Clinical 0  Work 0  Credit 3
This course introduces the Linux file system, group administration, and system hardware controls. Topics include installation, creation and maintaining file systems, NIS client and DHCP client configuration, NFS, SMB/Samba, Configure X, Gnome, KDE, basic memory, processes, and security. Upon completion, students should be able to perform system administration tasks including installation, configuring and attaching a new Linux workstation to an existing network.
Minimum State Prerequisites: Take NOS-120
Minimum State Corequisites: None

NOS-230  Windows Administration I
Class 2  Lab 2  Clinical 0  Work 0  Credit 3
This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.
Minimum State Prerequisites: Take NOS-130
Minimum State Corequisites: None

NOS-231  Windows Administration II
Class 2  Lab 2  Clinical 0  Work 0  Credit 3
This course covers the management of a Windows Server operating system. Emphasis is placed on the deployment of print services, network services, Active Directory, group policies and access controls. Upon completion, students should be able to deploy and manage services on a Windows Server operating system.
Minimum State Prerequisites: Take NOS-230
Minimum State Corequisites: None

NUR - NURSING

NUR-111 Intro to Health Concepts
Class 4 Lab 6 Clinical 6 Work 0 Credit 5
This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinately teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Minimum State Prerequisites: None
Minimum State Corequisites: None

NUR-112 Health-Illness Concepts
Class 3 Lab 0 Clinical 6 Work 0 Credit 5
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None

NUR-113 Family Health Concepts
Class 3 Lab 0 Clinical 6 Work 0 Credit 5
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None

NUR-114 Holistic Health Concepts
Class 3 Lab 0 Clinical 6 Work 0 Credit 5
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None

NUR-117 Pharmacology
Class 1 Lab 3 Clinical 0 Work 0 Credit 2
This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely.
Minimum State Prerequisites: None
Minimum State Corequisites: None

NUR-211 Health Care Concepts
Class 3 Lab 0 Clinical 6 Work 0 Credit 5
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None

NUR-212 Health System Concepts
Class 3 Lab 0 Clinical 6 Work 0 Credit 5
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Minimum State Prerequisites: Take NUR-111
Minimum State Corequisites: None

NUR-213 Complex Health Concepts
Class 4 Lab 3 Clinical 15 Work 0 Credit 10
This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.
OMT – OPERATIONS MANAGEMENT

OMT-181 Industry Reporting Skills
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course is designed to develop skills in technical writing and oral presentations with emphasis on business reports and professional presentations. Topics include documenting procedures, writing work instructions, information security, preparing business reports and developing and presenting proposals. Upon completion, students should be able to communicate effectively in a manufacturing or industry setting.
Minimum State Prerequisites: None
Minimum State Corequisites: None

OST – OFFICE SYSTEMS TECHNOLOGY

OST-130 Comprehensive Keyboarding
Class 2 Lab 2 Clinical 0 Work 0 Credit 3
This course is designed to develop keyboarding skills and introductory document formatting. Emphasis is placed on keyboarding techniques and formatting basic business documents. Upon completion, students should be able to create documents in an ever-changing workplace.
Minimum State Prerequisites: None
Minimum State Corequisites: None

OST-132 Keyboard Skill Building
Class 1 Lab 2 Clinical 0 Work 0 Credit 2
This course is designed to increase speed and improve accuracy in keyboarding. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed.
Minimum State Prerequisites: None
Local Prerequisite: OST-130
Minimum State Corequisites: None

OST-136 Word Processing
Class 2 Lab 2 Clinical 0 Work 0 Credit 3
This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.
Minimum State Prerequisites: None
Minimum State Corequisites: None

OST-140 Internet Comm/Research
Class 1 Lab 2 Clinical 0 Work 0 Credit 2
This course provides a working knowledge of Internet usage and research for the modern office. Emphasis is placed on using search engines, email, Web sites, Web servers, communication services, and e-business to obtain information vital to the current office environment. Upon completion, students should be able to use the Internet to research any office topics required for employment.
Minimum State Prerequisites: None
Minimum State Corequisites: None

OST-138 Med Coding Billing & Insu
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.
Minimum State Prerequisites: None
Minimum State Corequisites: None
Local Corequisites: MED-121 or OST-141

OST-149 Medical Legal Issues
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.
Minimum State Prerequisites: None
Minimum State Corequisites: None

OST-162 Executive Terminology
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course is designed to increase and improve proficiency in word usage. Topics include root words, prefixes, suffixes, homonyms, synonyms, and specialized vocabularies. Upon completion, students should be able to use acquired vocabulary skills in the global workplace.
Minimum State Prerequisites: None
Minimum State Corequisites: None

OST-164 Text Editing Applications
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.
Minimum State Prerequisites: None
Minimum State Corequisites: None
OST-184  Records Management
Class  2   Lab  2   Clinical  0   Work  0   Credit  3
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.
Minimum State Prerequisites: None
Minimum State Corequisites: None

OST-233  Office Publications Design
Class  2   Lab  2   Clinical  0   Work  0   Credit  3
This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications.
Minimum State Prerequisites: Take OST-136
Minimum State Corequisites: None

OST-236  Adv Word/Information Proc
Class  2   Lab  2   Clinical  0   Work  0   Credit  3
This course develops proficiency in the utilization of advanced word/information processing functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents.
Minimum State Prerequisites: Take OST-136
Minimum State Corequisites: None

OST-243  Med Office Simulation
Class  2   Lab  2   Clinical  0   Work  0   Credit  3
This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.
Minimum State Prerequisites: Take OST-148
Minimum State Corequisites: None

OST-247  Procedure Coding
Class  1   Lab  2   Clinical  0   Work  0   Credit  2
This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.
Minimum State Prerequisites: Take MED-121 or OST-141
Local Prerequisite: OST-148
Minimum State Corequisites: None

OST-248  Diagnostic Coding
Class  1   Lab  2   Clinical  0   Work  0   Credit  2
This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.
Minimum State Prerequisites: Take MED-121 or OST-141
Local Prerequisite: OST-148
Minimum State Corequisites: None

OST-281  Emer Issues in Med Ofc
Class  3   Lab  0   Clinical  0   Work  0   Credit  3
This course provides a comprehensive discussion of topics familiar to the health care setting. Topics include emerging issues in the health care setting. Upon completion, students should be able to demonstrate an understanding of current medical office procedures and treatments.
Minimum State Prerequisites: None
Minimum State Corequisites: None

OST-284  Emerging Technologies
Class  1   Lab  2   Clinical  0   Work  0   Credit  2
This course provides opportunities to explore emerging technologies. Emphasis is placed on identifying, researching, and presenting current technological topics for class consideration and discussion. Upon completion, students should be able to understand the importance of keeping abreast of technological changes that affect the office professional.
Minimum State Prerequisites: None
Minimum State Corequisites: None

PED – PHYSICAL EDUCATION

PED-110  Fit and Well for Life
Class  1   Lab  2   Clinical  0   Work  0   Credit  2
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and
fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**PET – POSITRON EMISSION TOMOGRAPHY**

**PET-110  Introduction to PET**
Class 2  Lab 0  Clinical 0  Work 0  Credit 2

This course introduces the students to the Positron Emission Tomography profession. Topics include the history of the profession and the role of the PET technologist, medical ethics and legal issues, and department organizations. Upon completion, students should be able to demonstrate a basic understanding of the PET profession through computerized exams and projects.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**PET-112  PET Procedures**
Class 3  Lab 0  Clinical 0  Work 0  Credit 3

This course covers the procedures of Positron Emission Tomography. Topics include all relevant procedures related to PET imaging with an emphasis placed on oncology, neurology and cardiology. Upon completion, students should be able to demonstrate competence in PET procedures through computerized exams and projects.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**PHI – PHILOSOPHY**

**PHI-210  History of Philosophy**
Class 3  Lab 0  Clinical 0  Work 0  Credit 3

This course introduces fundamental philosophical issues through an historical perspective. Emphasis is placed on such figures as Plato, Aristotle, Lao-Tzu, Confucius, Augustine, Aquinas, Descartes, Locke, Kant, Wollstonecraft, Nietzsche, and Sartre. Upon completion, students should be able to identify and distinguish among the key positions of the philosophers studied.

Minimum State Prerequisites: Take ENG-111
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

**PHI-215  Philosophical Issues**
Class 3  Lab 0  Clinical 0  Work 0  Credit 3

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critically evaluate the philosophical components of an issue.

Minimum State Prerequisites: Take ENG-111
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

**PHI-240  Introduction to Ethics**
Class 3  Lab 0  Clinical 0  Work 0  Credit 3

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies.

Minimum State Prerequisites: Take ENG-111
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

**PHM – PHARMACY**

**PHM-110  Introduction to Pharmacy**
Class 3  Lab 0  Clinical 0  Work 0  Credit 3

This course introduces pharmacy practice and the technician’s role in a variety of pharmacy settings. Topics include medical terminology and abbreviations, drug delivery systems, law and ethics, prescription and medication orders, and the health care system. Upon completion, students should be able to explain the role of pharmacy technicians, read and interpret drug orders, describe quality assurance, and utilize pharmacy references.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**PHM-111  Pharmacy Practice I**
Class 3  Lab 3  Clinical 0  Work 0  Credit 4

This course provides instruction in the technical procedures for preparing and dispensing drugs in the hospital and retail settings under supervision of a registered pharmacist. Topics include drug packaging and labeling, out-patient dispensing, hospital dispensing procedures, controlled substance procedures, inventory control, and non-sterile compounding. Upon completion, students should be able to perform basic supervised dispensing techniques in a variety of pharmacy settings.

Minimum State Prerequisites: None
Minimum State Corequisites: Take All: PHM-110 and PHM-115

**PHM-115  Pharmacy Calculations**
This course introduces the study of the properties, effects, and therapeutic value of the primary agents in the major drug categories. Topics include autonomic and central nervous system agents, anti-inflammatory agents, and anti-infective drugs. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.

Minimum State Prerequisites: Take PHM-120
Minimum State Corequisites: None

PHM-132 Pharmacy Clinical
Class 0 Lab 0 Clinical 6 Work 0 Credit 4
This course provides an opportunity to work in pharmacy settings under a pharmacist’s supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.

Minimum State Prerequisites: None
Minimum State Corequisites: None

PHM-133 Pharmacy Clinical
Class 0 Lab 0 Clinical 9 Work 0 Credit 3
This course provides an opportunity to work in pharmacy settings under a pharmacist’s supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.

Minimum State Prerequisites: None
Minimum State Corequisites: None

PHM-134 Pharmacy Clinical
Class 0 Lab 0 Clinical 12 Work 0 Credit 4
This course provides an opportunity to work in pharmacy settings under a pharmacist’s supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.

Minimum State Prerequisites: None
Minimum State Corequisites: None

PHM-135 Pharmacy Clinical
Class 0 Lab 0 Clinical 15 Work 0 Credit 5
This course provides an opportunity to work in pharmacy settings under a pharmacist’s supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of
medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**PHM-140 Trends in Pharmacy**
Class 2 Lab 0 Clinical 0 Work 0 Credit 2
This course covers the major issues, trends, and concepts in contemporary pharmacy practice. Topics include professional ethics, continuing education, job placement, and the latest developments in pharmacy technician practice. Upon completion, students should be able to demonstrate a basic knowledge of the topics discussed.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**PHM-150 Hospital Pharmacy**
Class 3 Lab 3 Clinical 0 Work 0 Credit 4
This course provides an in-depth study of hospital pharmacy practice. Topics include hospital organizational structure, committee functions, utilization of reference works, purchasing and inventory control, drug delivery systems, and intravenous admixture preparation. Upon completion, students should be able to explain hospital organization/committee functions, interpret and enter patient orders, fill unit-dose cassettes, and prepare intravenous admixtures.

Minimum State Prerequisites: None
Minimum State Corequisites: Take PHM-118

**PHM-155 Community Pharmacy**
Class 2 Lab 2 Clinical 0 Work 0 Credit 3
This course covers the operational procedures relating to retail pharmacy. Emphasis is placed on a general knowledge of over-the-counter products, prescription processing, business/inventory management, and specialty patient services. Upon completion, students should be able to provide technical assistance and support to the retail pharmacist.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**PHM-160 Pharm Dosage Forms**
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course is a study of pharmaceutical dosage forms and considerations in their manufacture. Topics include bioavailability, routes of administration, tablets, capsules, solutions, syrups, suspensions, elixirs, aerosols, transdermals, topicals, ophthalmics, otics, and other dosage forms. Upon completion, students should be able to describe the characteristics of the major dosage forms and explain how these characteristics affect the action of the drug.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**PHM-165 Pharmacy Prof Practice**
Class 2 Lab 0 Clinical 0 Work 0 Credit 2
This course provides a general overview of all aspects of pharmacy technician practice. Emphasis is placed on pharmacy law, calculations, compounding, pharmacology, and pharmacy operations. Upon completion, students should be able to demonstrate competence in the areas required for the Pharmacy Technician Certification Examination.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**PHY – PHYSICS**

**PHY-110 Conceptual Physics**
Class 3 Lab 0 Clinical 0 Work 0 Credit 3
This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

**PHY-110A Conceptual Physics Lab**
Class 0 Lab 2 Clinical 0 Work 0 Credit 1
This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110.

Minimum State Prerequisites: None
Minimum State Corequisites: Take PHY-110
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

**PHY-151 College Physics I**
Class 3 Lab 2 Clinical 0 Work 0 Credit 4
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

Minimum State Prerequisites: Take MAT-171
Minimum State Corequisites: None
College Transfer: This course has been approved for
transfer under the CAA as a general education course in Natural Science.

**PHY-152 College Physics II**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

Minimum State Prerequisites: Take PHY-151
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

**PHY-251 General Physics I**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

Minimum State Prerequisites: Take MAT-271
Minimum State Corequisites: Take MAT-272
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

**PHY-252 General Physics II**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

Minimum State Prerequisites: Take All: MAT-272 and PHY-251
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Natural Science.

**POL – POLITICAL SCIENCE**

**POL-120 American Government**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

**PSY – PSYCHOLOGY**

**PSY-118 Interpersonal Psychology**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**PSY-150 General Psychology**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

**PSY-241 Developmental Psych**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.

Minimum State Prerequisites: Take PSY-150
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.
transfer under the CAA as a general education course in Social/Behavioral Sciences.

**PTC – PHARMACEUTICAL TECHNOLOGY**

**PTC-110 Industrial Environment**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course introduces the pharmaceutical industry, including a broad overview of work in this field. Emphasis is placed on good manufacturing practices (GMP), work conduct, company organization, job expectations, personal safety, hygiene, and company rules and regulations. Upon completion, students should be able to follow good manufacturing practice regulations and inspect a pharmaceutical manufacturing facility for compliance with GMP.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**PTC-210 Pharm Industrial Processes**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

This course examines the manufacturing processes for selected pharmaceutical dosage forms. Emphasis is placed on manufacturing and testing of tablets, capsules, sustained release drugs, solutions, emulsions, suspensions, creams, ointments, aerosols, and sterile products. Upon completion, students should be able to demonstrate the processing steps and test procedures for these dosage forms.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**PTC-228 Pharmaceutical Issues**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

This course provides a forum for discussion of current pharmaceutical topics. Emphasis is placed on events, news, regulations, and technology in pharmaceutical manufacturing. Upon completion, students should be able to demonstrate an understanding of the dynamic nature of the pharmaceutical industry.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**RAD – RADIOGRAPHY**

**RAD-110 Rad Intro & Patient Care**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course provides an overview of the radiography profession and student responsibilities. Emphasis is placed on basic principles of patient care, radiation protection, technical factors, and medical terminology. Upon completion, students should be able to demonstrate basic skills in these areas.

Minimum State Prerequisites: None
Minimum State Corequisites: Take All: RAD-110 and RAD-151

**RAD-111 RAD Procedures I**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, spine, and pelvis. Upon completion, students should be able to demonstrate competence in these areas.

Minimum State Prerequisites: None
Minimum State Corequisites: Take All: RAD-110 and RAD-151

**RAD-112 RAD Procedures II**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, bony thorax, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas.

Minimum State Prerequisites: Take All: RAD-110, RAD-111, and RAD-151
Minimum State Corequisites: None

**RAD-121 Radiographic Imaging I**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course provides the basic principles of imaging. Emphasis is placed on the factors that impact density, contrast, recorded detail, and distortion. Upon completion, students should be able to demonstrate an understanding of basic radiographic imaging.

Minimum State Prerequisites: Take All: RAD-110, RAD-111, and RAD-151
Minimum State Corequisites: Take All: RAD-112 and RAD-161

**RAD-122 Radiographic Imaging II**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course provides advanced principles of imaging including digital radiography. Emphasis is placed on the factors that impact brightness, contrast, recorded detail, and distortion. Upon completion, students should be able to demonstrate an understanding of advanced principles of imaging.

Minimum State Prerequisites: Take All: RAD-112, RAD-121, and RAD-161
Minimum State Corequisites: Take All: RAD-131 and RAD-171

**RAD-131 Radiographic Physics I**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

This course introduces the principles of radiation characteristics and production. Emphasis is placed on imaging equipment. Upon completion, students should be able to demonstrate a basic understanding of radiation characteristics and production.

Minimum State Prerequisites: Take RAD-121
Minimum State Corequisites: Take All: RAD-122 and RAD-171

**RAD-151 RAD Clinical Ed I**
This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities, manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Minimum State Prerequisites: None
Minimum State Corequisites: Take All: RAD-110 and RAD-111

RAD-161  RAD Clinical Ed II
Class 0  Lab 0  Clinical 15  Work 0  Credit 5
This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Minimum State Prerequisites: Take All: RAD-110, RAD-111, and RAD-151
Minimum State Corequisites: Take All: RAD-112 and RAD-121

RAD-171  RAD Clinical Ed III
Class 0  Lab 0  Clinical 12  Work 0  Credit 4
This course provides experience in patient management specific to fluoroscopic and advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and mastering positioning of gastrointestinal and urological studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Minimum State Prerequisites: Take All: RAD-112, RAD-121, and RAD-161
Minimum State Corequisites: Take All: RAD-112 and RAD-131

RAD-211  RAD Procedures III
Class 2  Lab 3  Clinical 0  Work 0  Credit 3
This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, sectional anatomy, and advanced imaging. Upon completion, students should be able to demonstrate an understanding of these areas.

Minimum State Prerequisites: Take All: RAD-122, RAD-131, and RAD-171
Minimum State Corequisites: Take All: RAD-211, RAD-231, RAD-241, and RAD-251

RAD-231  Radiographic Physics II
Class 1  Lab 3  Clinical 0  Work 0  Credit 2
This course provides advanced principles of radiation characteristics and production including digital imaging and Computed Tomography (CT). Emphasis is placed on imaging equipment. Upon completion, students should be able to demonstrate an understanding of radiation characteristics and production.

Minimum State Prerequisites: Take One: RAD-131 or RAD-171
Minimum State Corequisites: Take All: RAD-211, RAD-241, and RAD-251

RAD-241  Radiobiology/Protection
Class 2  Lab 0  Clinical 0  Work 0  Credit 2
This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology.

Minimum State Prerequisites: Take All: RAD-122, RAD-131, and RAD-171
Minimum State Corequisites: Take All: RAD-211, RAD-231, RAD-241, and RAD-251

RAD-245  Image Analysis
Class 1  Lab 3  Clinical 0  Work 0  Credit 2
This course provides an overview of image analysis and introduces methods of quality management. Topics include image evaluation, pathology, quality control, and quality assurance. Upon completion, students should be able to demonstrate a basic knowledge of image analysis and quality management.

Minimum State Prerequisites: Take All: RAD-211, RAD-231, RAD-241, and RAD-251
Minimum State Corequisites: Take All: RAD-261 and RAD-271

RAD-251  RAD Clinical Ed IV
Class 0  Lab 0  Clinical 21  Work 0  Credit 7
This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and a further awareness of radiation protection requirements. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Minimum State Prerequisites: Take All: RAD-122, RAD-131, and RAD-171
Minimum State Corequisites: Take All: RAD-211, RAD-231, RAD-241, and RAD-241
RAD-261  RAD Clinical Ed V
Class 0  Lab 0  Clinical 21  Work 0  Credit 7
This course is designed to enhance expertise in all radiographic procedures, patient management, radiation protection, and image production and evaluation. Emphasis is placed on developing an autonomous approach to the diversity of clinical situations and successfully adapting to those procedures. Upon completion, students should be able to demonstrate successful completion of clinical objectives.
Minimum State Prerequisites: Take RAD-251
Minimum State Corequisites: Take All: RAD-245 and RAD-271

RAD-271  Radiography Capstone
Class 0  Lab 3  Clinical 0  Work 0  Credit 1
This course provides an opportunity to exhibit problem-solving skills required for certification. Emphasis is placed on critical thinking and integration of didactic and clinical components. Upon completion, students should be able to demonstrate the knowledge required of an entry-level radiographer.
Minimum State Prerequisites: Take All: RAD-211, RAD-231, RAD-241, and RAD-251
Minimum State Corequisites: Take All: RAD-245, and RAD-261

SEC – INFORMATION SYSTEMS SECURITY

SEC-110  Security Concepts
CIS Course ID  S23204
Effective Term  Spring 2013
Class 2  Lab 2  Clinical 0  Work 0  Credit 3
This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.
Minimum State Prerequisites: None
Minimum State Corequisites: None

SOC – SOCIOLOGY

SOC-210  Introduction to Sociology
Class 3  Lab 0  Clinical 0  Work 0  Credit 3
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.
Minimum State Prerequisites: None
Minimum State Corequisites: None

SON – MEDICAL SONOGRAPHY

SON-110  Intro to Sonography
Class 1  Lab 3  Clinical 3  Work 0  Credit 3
This course provides an introduction to medical sonography. Topics include applications, sonographic terminology, history, patient care, ethics, and basic skills. Upon completion, students should be able to define professionalism and sonographic applications and perform basic patient care skills and preliminary scanning techniques.
Minimum State Prerequisites: None
Minimum State Corequisites: None

SON-111  Sonographic Physics
Class 3  Lab 3  Clinical 0  Work 0  Credit 4
This course introduces ultrasound physical principles, bioeffects, and sonographic instrumentation. Topics include sound wave mechanics, transducers, sonographic equipment, Doppler physics, bioeffects, and safety. Upon completion, students should be able to demonstrate knowledge of sound wave mechanics, transducers, sonography equipment, the Doppler effect, bioeffects, and safety.
Minimum State Prerequisites: None
Minimum State Corequisites: None

SON-112  Sonographic Terminology
Class 1  Lab 0  Clinical 0  Work 0  Credit 1
This course is designed to systematically guide the student to become familiar with medical language to prepare him/her to communicate as a medical professional. Topics include an introduction to the formation of medical terminology using word roots, prefixes and suffixes, relating these terms to body structure and function. Upon completion, students should effectively communicate disease and disorder terms, surgical terms, procedural terms, and other related medical terms.
Minimum State Prerequisites: None
Minimum State Corequisites: None

SON-120  SON Clinical Ed I
Class 0  Lab 0  Clinical 15  Work 0  Credit 5
This course provides active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations.
Minimum State Prerequisites: Take SON-110
Minimum State Corequisites: None
SON-121  SON Clinical Ed II
Class 0  Lab 0  Clinical 15  Work 0  Credit 5
This course provides continued active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations.
Minimum State Prerequisites: Take SON-120
Minimum State Corequisites: None

SON-130  Abdominal Sonography I
Class 2  Lab 3  Clinical 0  Work 0  Credit 3
This course introduces abdominal and small parts sonography. Emphasis is placed on the sonographic anatomy of the abdomen and small parts with correlated laboratory exercises. Upon completion, students should be able to recognize and acquire basic abdominal and small parts images.
Minimum State Prerequisites: None
Minimum State Corequisites: None

SON-131  Abdominal Sonography II
Class 1  Lab 3  Clinical 0  Work 0  Credit 2
This course covers abdominal and small parts pathology recognizable on sonograms. Emphasis is placed on abnormal sonograms of the abdomen and small parts with correlated sonographic cases. Upon completion, students should be able to recognize abnormal pathological processes in the abdomen and on small parts sonographic examinations.
Minimum State Prerequisites: Take SON-130
Minimum State Corequisites: None

SON-140  Gynecological Sonography
Class 2  Lab 0  Clinical 0  Work 0  Credit 2
This course is designed to relate gynecological anatomy and pathology to sonography. Emphasis is placed on gynecological relational anatomy, endovaginal anatomy, and gynecological pathology. Upon completion, students should be able to recognize normal and abnormal gynecological sonograms.
Minimum State Prerequisites: Take SON-110
Minimum State Corequisites: None

SON-221  SON Clinical Ed IV
Class 0  Lab 0  Clinical 24  Work 0  Credit 8
This course provides continued active participation off campus in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations.
Minimum State Prerequisites: Take SON-220
Minimum State Corequisites: None

SON-222  Selected SON Clinical Ed
Class 0  Lab 0  Clinical 6  Work 0  Credit 2
This course provides active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating selected sonographic examinations. Upon completion, students should be able to image, process, and evaluate selected sonographic examinations.
Minimum State Prerequisites: None
Minimum State Corequisites: Take SON-110

SON-225  Case Studies
Class 0  Lab 3  Clinical 0  Work 0  Credit 1
This course offers the opportunity to present interesting cases found during clinical education. Emphasis is placed on presentation methods which integrate patient history, laboratory results, and sonographic findings with reference to current literature. Upon completion, students should be able to correlate information necessary for complete presentation of case studies.
Minimum State Prerequisites: Take One: SON-110 or CVS-163
Minimum State Corequisites: None

SON-241  Obstetrical Sonography I
Class 2  Lab 0  Clinical 0  Work 0  Credit 2
This course covers normal obstetrical sonography techniques, the normal fetal environment, and abnormal first trimester pregnancy states. Topics include gestational dating, fetal anatomy, uterine environment, and first trimester complications. Upon completion, students should be able to produce gestational sonograms which document age, evaluate the uterine environment, and recognize first trimester complications.
Minimum State Prerequisites: Take SON-110
Minimum State Corequisites: None

SON-242  Obstetrical Sonography II
Class 2  Lab 0  Clinical 0  Work 0  Credit 2
This course covers second and third trimester obstetrical complications and fetal anomalies. Topics include abnormal fetal anatomy and physiology and complications in the uterine environment. Upon completion, students should be able to identify fetal anomalies, fetal distress states, and uterine pathologies.
Minimum State Prerequisites: Take SON-241  
Minimum State Corequisites: None

**SON-250  Vascular Sonography**  
Class 1 Lab 3 Clinical 0 Work 0 Credit 2  
This course provides an in-depth study of the anatomy and pathology of the vascular system. Topics include peripheral arterial, peripheral venous, and cerebrovascular disease testing. Upon completion, students should be able to identify normal vascular anatomy and recognize pathology of the vascular system.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

**SON-271 Doppler Sonography Topics**  
Class 1 Lab 3 Clinical 0 Work 0 Credit 2  
This course covers Doppler principles and instrumentation. Topics include basic Doppler principles, CW Doppler, pulsed-wave Doppler, color Doppler, and power Doppler. Upon completion, students be able to demonstrate knowledge of Doppler principles and instrumentation.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

**SON-273 Adv Vascular Sonography**  
Class 2 Lab 2 Clinical 0 Work 0 Credit 3  
This course covers advanced scanning techniques and pathological states. Emphasis is placed on identifying, recognizing, and imaging abnormal peripheral arterial, peripheral venous, and cerebrovascular conditions. Upon completion, students should be able to identify and image abnormal vascular conditions.

Minimum State Prerequisites: Take SON-250  
Minimum State Corequisites: None

**SON-274 Neurosonology**  
Class 2 Lab 0 Clinical 0 Work 0 Credit 2  
This course covers the applications of sonography in neurology. Topics include neurological problems as documented by sonography. Upon completion, students should be able to demonstrate the techniques for documenting neurological anatomy and pathological conditions as seen on sonograms.

Minimum State Prerequisites: Take SON-110  
Minimum State Corequisites: None

**SON-289 Sonographic Topics**  
Class 2 Lab 0 Clinical 0 Work 0 Credit 2  
This course provides an overview of sonographic topics in preparation for certification examinations. Emphasis is placed on registry preparation. Upon completion, students should be able to demonstrate a comprehensive knowledge of sonography and be prepared for the registry examinations.

Minimum State Prerequisites: Take SON-241  
Minimum State Corequisites: None

**SPA – SPANISH**  

**SPA-111 Elementary Spanish I**  
Class 3 Lab 0 Clinical 0 Work 0 Credit 3  
This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.

Minimum State Prerequisites: None  
Minimum State Corequisites: None  
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

**SPA-112 Elementary Spanish II**  
Class 3 Lab 0 Clinical 0 Work 0 Credit 3  
This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness.

Minimum State Prerequisites: Take SPA-111  
Minimum State Corequisites: None  
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

**SPA-120 Spanish for the Workplace**  
Class 3 Lab 0 Clinical 0 Work 0 Credit 3  
This course offers applied Spanish for the workplace to facilitate basic communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity.

Minimum State Prerequisites: None  
Minimum State Corequisites: None

**SPA-141 Culture and Civilization**  
Class 3 Lab 0 Clinical 0 Work 0 Credit 3  
This course provides an opportunity to explore issues related to the Hispanic world. Topics include historical and current events, geography, and customs. Upon completion, students should be able to identify and discuss selected topics and cultural differences related to the Hispanic world.
Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**SPA-161 Cultural Immersion**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course explores Hispanic culture through intensive study on campus and field experience in a host country or comparable area within the United States. Topics include an overview of linguistic, historical, geographical, sociopolitical, economic, and/or artistic concerns of the area visited. Upon completion, students should be able to exhibit first-hand knowledge of issues pertinent to the host area and demonstrate understanding of cultural differences.

Minimum State Prerequisites: Take SPA-111
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**SPA-181 Spanish Lab 1**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**SPA-182 Spanish Lab 2**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness.

Minimum State Prerequisites: Take SPA-181
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**SPA-211 Intermediate Spanish I**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future.

Minimum State Prerequisites: Take SPA-112
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

**SPA-212 Intermediate Spanish II**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication.

Minimum State Prerequisites: Take SPA-211
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

**SPA-215 Spanish Phonetics/Structu**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course is designed to improve the understanding of Spanish phonetics and the structure of the Spanish language. Topics include the structure of the Spanish language, phonology, morphology, and syntax. Upon completion, students should have an understanding of the phonetics and structure of the Spanish language and be able to contrast the structure of the Spanish and English languages.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**SPA-221 Spanish Conversation**

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Work</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

This course provides an opportunity for intensive communication in spoken Spanish. Emphasis is placed on vocabulary acquisition and interactive communication through the discussion of media materials and authentic texts. Upon completion, students should be able to discuss selected topics, express ideas and opinions clearly, and engage in formal and informal conversations.

Minimum State Prerequisites: Take SPA-212
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.
**SPA-231  Reading and Composition**
Class  3  Lab  0  Clinical  0  Work  0  Credit  3
This course provides an opportunity for intensive reading and composition in Spanish. Emphasis is placed on the use of literary and cultural materials to enhance and expand reading and writing skills. Upon completion, students should be able to demonstrate in writing an in-depth understanding of assigned readings.
Minimum State Prerequisites: Take SPA-212
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**SPA-281  Spanish Lab 3**
Class  0  Lab  2  Clinical  0  Work  0  Credit  1
This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future.
Minimum State Prerequisites: Take SPA-182
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**SPA-282  Spanish Lab 4**
Class  0  Lab  2  Clinical  0  Work  0  Credit  1
This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication.
Minimum State Prerequisites: Take SPA-281
Minimum State Corequisites: None
College Transfer: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

**SPI – SPANISH INTERPRETER**

**SPI-113  Intro. to Spanish Inter.**
Class  3  Lab  0  Clinical  0  Work  0  Credit  3
This course introduces the field of interpreting, interpretation models, cognitive processes associated with interpretation, professional ethical standards, employment opportunities, and working conditions. Topics include specialized jargon, code of ethics, interpreter assessments/qualifications, and protocol associated with various settings.
Upon completion, students should be able to explain the rationale for placement of interpreters and apply ethical standards to a variety of working situations.
Minimum State Prerequisites: None
Minimum State Corequisites: None

**SPI-114  Ana.Skills Spanish Inter.**
Class  3  Lab  0  Clinical  0  Work  0  Credit  3
This course is designed to improve cognitive processes associated with interpreting, listening, short-term memory, semantic equivalence, visual/auditory processing, thought organization and logic. Emphasis is placed on developing skills necessary to generate equivalent messages between Spanish and English. Upon completion, students should be able to consecutively interpret non-technical, interactive messages between Spanish and English.
Minimum State Prerequisites: None
Minimum State Corequisites: None

**SPI-213  Review of Grammar**
Class  3  Lab  0  Clinical  0  Work  0  Credit  3
This course is designed to review the common elements of Spanish grammar in oral and written form. Emphasis is placed on the fundamental grammatical concepts of the Spanish language. Upon completion, students should be able to demonstrate comprehension and correct usage of specified grammatical concepts in both oral and written form.
Minimum State Prerequisites: None
Minimum State Corequisites: None

**SPI-214  Intro. to Translation**
Class  3  Lab  0  Clinical  0  Work  0  Credit  3
This course is designed to improve the quality of Spanish to English and English to Spanish translation. Emphasis is placed on the practice of Spanish to English and English to Spanish translation in a variety of prose styles. Upon completion, students should be able to demonstrate the usage and understanding of the processes involved in translating.
Minimum State Prerequisites: None
Minimum State Corequisites: None

**SPI-243  Medical Interpreting I**
Class  2  Lab  3  Clinical  0  Work  0  Credit  3
This course is designed for students planning to specialize in medical interpreting in settings such as hospitals, physicians’ offices adn clinics. Emphasis is placed on the development of medical terminology vocabulary through active role-play. Upon completion, students should be able to apply medical interpretation techniques in a variety of medical situations.
Minimum State Prerequisites: None
Minimum State Corequisites: None
SPI-245  Community Interpreting I

Class  2   Lab  3   Clinical  0   Work  0   Credit  3

This course is designed to expose students to interpreting in areas such as social services, business and industry. Emphasis is placed on the development of social services, business and industry vocabulary through role-play. Upon completion, students should be able to consecutively interpret basic messages in a variety of social services, business and industry situations.

Minimum State Prerequisites: None
Minimum State Corequisites: None

TRN - TRANSPORTATION TECHNOLOGY

TRN-110   Intro to Transport Tech

Class  1   Lab  2   Clinical  0   Work  0   Credit  2

This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.

Minimum State Prerequisites: None
Minimum State Corequisites: None

TRN-120   Basic Transp Electricity

Class  4   Lab  3   Clinical  0   Work  0   Credit  5

This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

Minimum State Prerequisites: None
Minimum State Corequisites: None

TRN-120A   Basic Transp Electrical Lab

Class  0   Lab  3   Clinical  0   Work  0   Credit  1

This course provides a lab that allows students to enhance their understanding of electrical components and circuits used in the transportation industry. Topics include inspection, diagnosis, and repair of electrical components and circuits using appropriate service information for specific transportation systems. Upon completion, students should be able to diagnose and service electrical components and circuits used in transportation systems.

Minimum State Prerequisites: None
Minimum State Corequisites: Take TRN-120

TRN-140   Transp Climate Control

Class  1   Lab  2   Clinical  0   Work  0   Credit  2

This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis and repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to diagnose and repair vehicle climate control systems.

Minimum State Prerequisites: None
Minimum State Corequisites: None

TRN-140A   Transp Climate Cont Lab

Class  1   Lab  2   Clinical  0   Work  0   Credit  2

This course provides experiences for enhancing student skills in the diagnosis and repair of transportation climate control systems. Emphasis is placed on reclaiming, recovery, recharging, leak detection, climate control components, diagnosis, air conditioning equipment, tools and safety. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.

Minimum State Prerequisites: None
Minimum State Corequisites: Take TRN-140

TRN-170   PC Skills for Transp

Class  1   Lab  2   Clinical  0   Work  0   Credit  2

This course introduces students to personal computer literacy and Internet literacy with an emphasis on the transportation service industry. Topics include service information systems, management systems, computer-based systems, and PC-based diagnostic equipment. Upon completion, students should be able to access information pertaining to transportation technology and perform word processing.

Minimum State Prerequisites: None
Minimum State Corequisites: None

TRP - TRUCK DRIVER TRAINING

TRP-100   Truck Driver Training

Class  6   Lab 18   Clinical  0   Work  0   Credit  12

This course provides training in inspecting and driving tractor trailers and assuming driver responsibilities on the road and at pickup and delivery points. Emphasis is placed on defensive driving, federal motor carrier safety regulations, trip planning, cargo handling, vehicle systems, hours of service, and accident prevention. Upon completion, students should be able to demonstrate the skills required for the commercial driver's license and employment.

Minimum State Prerequisites: None
Minimum State Corequisites: None
College Transfer: N/A
**WBL-111 Work-Based Learning I**

Class 0  Lab 0  Clinical 0  Work 10  Credit 1

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**WBL-115 Work-Based Learning Seminar I**

Class 1  Lab 0  Clinical 0  Work 0  Credit 1

This course description may be written by the individual colleges.

Minimum State Prerequisites: None
Minimum State Corequisites: Take One: WBL-111, WBL-112, WBL-113 or WBL-114

---

**WLD – WELDING**

**WLD-110 Cutting Processes**

Class 1  Lab 3  Clinical 0  Work 0  Credit 2

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**WLD-112 Basic Welding Processes**

Class 1  Lab 3  Clinical 0  Work 0  Credit 2

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**WLD-115 SMAW (Stick) Plate**

Class 2  Lab 9  Clinical 0  Work 0  Credit 5

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**WLD-116 SMAW (stick) Plate/Pipe**

Class 1  Lab 9  Clinical 0  Work 0  Credit 4

This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

Minimum State Prerequisites: Take WLD-115
Minimum State Corequisites: None

**WLD-121 GMAW (MIG) FCAW/Plate**

Class 2  Lab 6  Clinical 0  Work 0  Credit 4

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**WLD-131 GTAW (TIG) Plate**

Class 2  Lab 6  Clinical 0  Work 0  Credit 4

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**WLD-132 GTAW (TIG) Plate/Pipe**

Class 1  Lab 6  Clinical 0  Work 0  Credit 3

This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.

Minimum State Prerequisites: Take WLD-131
Minimum State Corequisites: None

**WLD-141 Symbols & Specifications**

Class 2  Lab 2  Clinical 0  Work 0  Credit 3

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.
Minimum State Prerequisites: None
Minimum State Corequisites: None

**WLD-151 Fabrication I**
Class 2 Lab 6 Clinical 0 Work 0 Credit 4

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**WLD-212 Inert Gas Welding**
Class 1 Lab 3 Clinical 0 Work 0 Credit 2

This course introduces inert gas-shielded welding methods (MIG/TIG). Topics include correct selection of consumable and non-consumable electrodes, equipment setup, safety, and welding techniques. Upon completion, students should be able to perform inert gas welding in flat, horizontal, and overhead positions.

Minimum State Prerequisites: None
Minimum State Corequisites: None

**WLD-215 SMAW (stick) Pipe**
Class 1 Lab 9 Clinical 0 Work 0 Credit 4

This course covers the knowledge and skills that apply to welding pipe. Topics include pipe positions, joint geometry, and preparation with emphasis placed on bead application, profile, and discontinuities. Upon completion, students should be able to perform SMAW welds to applicable codes on carbon steel pipe with prescribed electrodes in various positions.

Minimum State Prerequisites: Take One: WLD-115 or WLD-116
Minimum State Corequisites: None

**WLD-251 Fabrication II**
Class 1 Lab 6 Clinical 0 Work 0 Credit 3

This course covers advanced fabrication skills. Topics include advanced layout and assembly methods with emphasis on the safe and correct use of fabrication tools and equipment. Upon completion, students should be able to fabricate projects from working drawings.

Minimum State Prerequisites: Take WLD-151
Minimum State Corequisites: None

**WLD-261 Certification Practices**
Class 1 Lab 3 Clinical 0 Work 0 Credit 2

This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes.

Minimum State Prerequisites: Take All: WLD-115, WLD-121, and WLD-131
Minimum State Corequisites: None
CONTINUING EDUCATION

GENERAL INFORMATION
Continuing education programs are offered where there is community need and interest. Some courses and services, because of great demand, are offered on a continuing basis. Other courses and programs may be initiated by request from groups, the industrial community, or other service organizations. The College cooperates with all groups whether public or private, industrial or service, whose goal is the development of continuing education for the citizens of Johnston County.

PHILOSOPHY
Johnston Community College is committed to a comprehensive program of continuing education for all citizens in its service area. To fulfill this commitment, the College offers a variety of continuing education formed upon request when only three requirements are met:
1. Sufficient number of students must enroll;
2. A qualified instructor must be available; and
3. A suitable location for the class must be acquired.

Through continuing education courses, citizens find opportunities to retrain and update themselves for today's job market, develop leadership and civic responsibility, grow in basic knowledge, improve in home and community life, gain knowledge in general education, and develop creativity in the fine arts.

CONTINUING EDUCATION UNITS
Johnston Community College uses the Continuing Education Unit (CEU) as recognition and documentation for noncredit continuing education activities. The national guidelines for the use of the CEU are applied and emphasis is on the results of education and the assessment of those results. CEU's are awarded for non-credit activities or programs meeting appropriate criteria. These CEU activities or programs may include:
• technical and professional courses
• in-service training programs
• courses for certificate or licensing requirements
• occupational skill upgrading courses
• liberal education programs
• paraprofessional training programs
• vocational training programs (either in-service or in preparation for job-entry positions)

Johnston Community College is responsible for establishing and maintaining a permanent record of all CEU's awarded. The system of recording units for participants is in accordance with the current system of permanent records in use at the College. At the discretion of the College, a separate and parallel system is maintained. These records are available upon request by program participants, their employers, or certifying organizations. Information recorded in these permanent records includes:
• Name of individual student
• Title of course or program
• Starting and ending dates of activity

• Location of activity
• Format of activity
• Number of CEU's awarded
• Student performance evaluation
• Name of instructor
• Cooperating sponsor

Any activity or program subject to CEU credit must be composed of the following criteria: participant, purpose, format content, duration, teaching staff, course prerequisites, and level of instruction. This essential information is maintained in condensed form in the permanent records of the College.

One CEU is awarded for each 10 contact hours of instruction included in a specified continuing education program activity. Therefore, a normal one-week short course usually approximates 30 contact hours of participation and would be awarded 3.0 CEU's. A two-day program seldom involves more than 10 or 12 contact hours and would thus be awarded 1.0 or 1.2 CEU's respectively.

ENROLLMENT INFORMATION
Admission
Any person 18 years of age or older and not enrolled in public school may be admitted to a continuing education (CE) class prior to the beginning of each semester. A course schedule is published and made available through the College Web site or to potential students upon request. Courses that begin between semesters are announced through local news media and on the College's Web site.

A high school student, 16 years old or older, based upon policies approved by the local public or private board of education and board of trustees, may be admitted to any continuing education course, except adult basic skills, concurrently under the following conditions:
1. Upon recommendation to the chief administrative school officer and approval of the president of the college;
2. Upon approval of the student's program by the chief administrative school officer and the president of the college; and
3. Upon certification by the chief administrative school officer that the student is taking the equivalent of one-half of a full-time schedule and is making progress toward graduation.

Registration
Because space may be limited for some classes, advanced registration is required for all continuing education (CE) courses with the exception of basic skills, HRD, and customized training. Students must register at least five calendar days prior to the class start date. Students may prepay registration fees in one of the following methods:
• Come by the Records & Registration Department in the Wilson Building, Room C1513, to complete the registration form. Payment can be made at the cashier’s window beside the Bookstore in the Wilson Building. Hours for registration and payment are Monday -
Technology fees for computer courses only are as follows (subject to change):

<table>
<thead>
<tr>
<th>Hours</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-24 hours</td>
<td>$70</td>
</tr>
<tr>
<td>25-50 hours</td>
<td>$125</td>
</tr>
<tr>
<td>51 + hours</td>
<td>$180</td>
</tr>
</tbody>
</table>

Technology fees for computer courses only are as follows and are not exempt (subject to change):

<table>
<thead>
<tr>
<th>Hours</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 10</td>
<td>$1</td>
</tr>
<tr>
<td>11 – 20</td>
<td>$2</td>
</tr>
<tr>
<td>21 – 30</td>
<td>$3</td>
</tr>
<tr>
<td>31 – 40</td>
<td>$4</td>
</tr>
<tr>
<td>41 and over</td>
<td>$5</td>
</tr>
</tbody>
</table>

**Textbooks and Supplies**

Students are responsible for purchasing their own supplies and/or text material as needed prior to class. These items are to be paid separately from registration fees. Any textbooks and/or course materials may be purchased during these times. Contact the bookstore for inquiries about hours, books, or prices.

**Attendance**

Regular attendance and class participation are essential to effective teaching and learning. Adult students are expected to be regular and punctual in attendance. A minimum of 80 percent student attendance in each course is required to receive a certificate.

**Fees**

Occupational extension courses carry registration fees as follows (subject to change):

<table>
<thead>
<tr>
<th>Course length</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-24 hours</td>
<td>$70</td>
</tr>
<tr>
<td>25-50 hours</td>
<td>$125</td>
</tr>
<tr>
<td>51 + hours</td>
<td>$180</td>
</tr>
</tbody>
</table>

**Refunds**

A student officially withdraws, in writing, from a continuing education (CE) course prior to the first class meeting is eligible for a 100-percent refund upon request to the College. A student may be eligible to receive a 75-percent refund of the registration fee if the student officially withdraws (in writing) from the course after the class begins, but prior to the 10-percent census date. The technology fee is non-refundable after the class begins. A student would not be entitled to receive a refund if he or she withdraws after the 10-percent census date of the course.

Courses offered as self-supporting are not eligible for a refund as these programs are funded by registration fees collected. Students are eligible for a 100-percent refund if the classes are canceled by the College.

**BASIC SKILLS PROGRAMS**

**Adult Basic Education**

The goal of this program is to provide opportunities to improve reading, math, and language skills for entry into Adult High School, high school equivalency diploma, College curriculum programs, or simply to improve skills for personal satisfaction. The program is free of charge and open to individuals age 18 and older. Students that are 16 or 17 years old may enroll under special circumstances.

This program is for students who have the ability to achieve academic gains in the areas of reading, math and language on the standardized Test of Adult Basic Education (TABE). Classes are scheduled day and evening throughout Johnston County.

**English as a Second Language**

English as a Second Language is a program that provides instructional opportunities for adults with limited English proficiency. This program allows students to acquire skills in listening, speaking, reading, writing, and comprehension of the English language. Persons age 16 and 17 may be able to enroll under special circumstances. Classes are located throughout Johnston County during day and evening hours. There is no cost to the individual for taking English as a Second Language. All books and materials are supplied free of charge.
Adult High School
The Adult High School Diploma program, cosponsored by Johnston Community College and the Johnston County Board of Education, is designed to meet the needs of those adults who have not completed high school. The diploma program is offered tuition-free.

The student must complete 22 units of academic credit; however, credit is generally given for courses that the student completed in the public school. Transcripts are evaluated to determine the course needs of each student.

Upon successful completion of the program, students are awarded an Adult High School Diploma. This achievement is generally recognized as meeting educational requirements for employment or entrance into programs of higher education.

High School Equivalency Diploma
The High School Equivalency Diploma program provides persons who have not completed high school with an opportunity to demonstrate the attainment of developed abilities normally acquired through completion of a high school program of study.

Classes are located throughout Johnston County during day and evening hours.

Successful completion of the state approved standardized credentialing exams is recognized by award of a High School Equivalency Diploma credential by the North Carolina Community College System. This achievement is generally recognized as meeting educational requirements for employment or entrance into programs of higher education.

There is no cost to the individual for preparation classes; however, there are fees to take the official standardized exams.

PUBLIC HEALTH & SAFETY
In-Service Law Enforcement Training
In-Service Law Enforcement Training is provided at the request of local law enforcement agencies. Courses are especially designed as in-service and pre-service education for those engaged in law enforcement activities. Workshops and courses are offered in many areas such as the following:

- PRISim Simulator Training
- Spanish for Law Enforcement
- Defensive Tactics
- Drugs and Narcotics
- Investigations
- Firearms
- Mandated In-Service
- Officer Survival
- Radar Training
- SWAT
- Public Speaking
- Verbal Judo
- Detecting Deception

Fire Service Training
Fire Service Training is designed to provide firefighters the opportunity to gain technical information and skill in modern firefighting through a variety of learning experiences and practical problems. The College has a modern Fire/Rescue Training Ground on campus used extensively for local fire/rescue classes. Classes are often taken directly to the firefighters through training sessions held in local departments and training fields in the community. Among the courses are the following:

- Arson Detection
- Emergency Vehicle Operation
- Fire Apparatus Practices
- Firefighting Procedures
- Fire Officer Training
- Fire Stream Practices
- First Responder
- Flammable Liquids
- Forcible Entry
- Hazardous Materials
- Hose Practice
- Introduction to Firefighting
- L.P. Gas
- Ladder Practices
- Portable Fire Extinguishers
- Protective Breathing Equipment
- Rescue Practices
- Rope Practices
- Salvage and Overhaul Practices

Emergency Medical Services (EMS) Training and Education
The EMS Education program offers courses designed to improve emergency health care to the public and serves as the American Heart Association Community Training Center. The program offers courses to all health care professionals current with the latest technology including:

- Advanced Cardiac Life Support (ACLS) – Provider and Instructor
- Pediatric Advanced Life Support (PALS) – Provider and Instructor
- Basic Cardiac Life Support (BCLS) – Provider and Instructor
- Pre-Hospital Trauma Life Support – Provider and Instructor Levels

Certification courses offered include:

- Emergency Medical Technician Basic, Intermediate, & Paramedic
- Continuing Education courses consistent with N.C. State requirements for providers in Johnston County.
- Certified Intensive Care Provider

Heart and Vascular Invasive
This is a 320 hour course that will provide cardiovascular training to healthcare professionals and prepare court cardiovascular professionals for the course work needed in preparation for the certification examination. Emphasis will be placed on demonstrating effective communication, sterile technique, and advanced interventinal skills and use of specialty equipment. This course will provide the skills and knowledge to prepare credentialed healthcare professionals for the Registered Cardiovascular Invasive Specialist (RCIS) certification examination.
Imaging
• Mammography Certification – Initial Training Course
This is a 31.75-hour approved course that provides initial training. Students will be required to perform clinical experience requirements mandated by the ARRT prior to applying for the ARRT certification exam. Clinical is not assigned by JCC. Classes are held on campus in the radiology department two consecutive Saturdays and Sundays during summer and fall semesters. Contact (919) 209-2156 for more information.

Nurse Aide and Health Education
Nurse Aides and allied health workers are employed in healthcare-related roles. These skilled healthcare professionals are a member of the healthcare team and they typically play an important role in patient care or information management. Employment of Nurse Aides and allied health workers is projected to grow 21 percent from 2012 to 2022, faster than the average for all occupations. Employment opportunities include home health agencies, hospitals, clinics, nursing homes, extended care facilities, and doctor's offices.

• Nurse Aide Level I Course
This 160-hour course prepares the nurse aide student to take the certification exam given by Pearson Vue. The class involves classroom, laboratory practice, and clinical experiences. Upon passing the exam, the nurse aide will be listed on the N.C. Nurse Aide Registry. At the completion of the program, the student will be provided a certificate, a testing handbook, and an application to mail with the required testing fee to take the written/hands-on skill certification exam. The student is responsible for all fees. Contact (919) 464-2368 for more information. Information on the state written and skills testing may be found at www.ncnar.org.

• Nurse Aide I Refresher Course (Hybrid Course):
This 45-hour nurse aide refresher course provides online review and hands-on skills practice for those students with expired nurse aide certifications less than five years, and out-of-state nurse aides desiring to be listed on the N.C. Nurse Aide Registry. This class is not designed to teach the entire nurse aide level I course but is a review of previously learned skills and preparation for the nurse aide certification exam. Contact (919) 464-2368 for more information.

• Nurse Aide II Certification
This 160-hour course meets the requirements of the North Carolina Board of Nursing for listing as Nurse Aide II Registry. Students will learn sterile techniques for wound care, tracheotomy care, catheter care, glucose testing, oxygen therapy, and nutrition. Students must be listed on N.C. Nursing Assistant Registry to enroll in this class. Contact (919) 464-2368 for more information.

• Medication Aide – Student Course
This 24-hour program meets the requirements of the North Carolina Board of Nursing requirements for listing as a medication aide. Students who are certified Nurse Aides may work in skilled long-term care nursing facilities. This program is not the same as medication technician. After completing the course, the student must apply to the North Carolina Board of Nursing for listing on the Medication Aide Registry. Contact (919) 464-2368 for more information.

• Nurse Aide Home Care Aide
This 116-hour course meets the requirements of the DHHS guidelines for listing on the Home Care Aide registry. Students must be listed on the N.C. Nurse Aide Registry to enroll in this class. After completing course, students must apply to be listed on the Home Care Registry. Contact (919) 464-2368 for more information.

• Phlebotomy Technician (Hybrid Course)
This 220-hour course prepares individuals training to obtain blood and other specimens for lab analysis. The class involves theory, online discussions, lab, and clinical. Contact (919) 464-2368 for more information.

• EKG Monitor Technician
Upon successful completion of this 72-hour course, students will be qualified for employment in a telemetry unit of a healthcare facility. Course provides training for student to become proficient in reading and interpreting cardiac rhythms. Student must provide proof of high school diploma, high school equivalency diploma or dual enrollment. CNA I certification preferred. Contact (919) 464-2368 for more information.

• EKG Certification
Upon successful completion of this 48-hour course, students will be able to conduct 12 Lead EKGs. Students will be able to take national certification exam with A.S.P.T. for EKG certification. Students must complete EKG Monitor Technician course prior to enrolling in this class. Contact (919) 464-2368 for more information.

Education and Teacher Renewal
• Early Educator Renewal
Various continuing education (CEU) courses for early care and education professionals are offered each semester at JCC. The courses are 100% online. Each course is five contact hours in length for a total of .5 CEUs upon successful completion. Specific course listings can be found on the JCC Continuing Education Web page. You do not have to be a JCC student to take these courses. Costs range from $25 - $30.

• BSAC (online)
The state of North Carolina requires the five hour BSAC training for school-age professionals who plan and ensure the implementation of daily activities or supervise groups of school-age children in licensed childcare programs. The modules in BSAC will cover the elements of quality care, child development, positive guidance, age appropriate activities, environmental design, health/safety, nutrition, and NC Child Care Regulations. Students will get the same information as a face-to-face class but through distance learning.

• Pathways to Teacher Assistant Certificate
Students who complete this 96 hour course will gain the basic skills and general knowledge needed in order to complete the WorkKeys® assessments and be “highly qualified” and employable by Johnston County’s Title One schools. This class includes skills reviews in the areas of reading for information, applied mathematics, and writing. The course also includes basic computer training and a focus on knowledge necessary for the classroom such as classroom management, exceptional children's
issues and laws, discipline, and communication.
• Effective Teacher Training for Substitutes
  This 12 hour course is a pre-requisite for people who are interested in becoming a substitute for Johnston County Schools. The course provides training on topics such as Johnston County School’s Code of Ethics and policies, presentation skills, learning expectations, monitoring student interactions, and time management. Employment with Johnston County Schools is based upon completion of the Effective Teacher’s Training for Substitute class, volunteering in the classroom, and a background screening.

**COMPUTER TRAINING**

**Information Technology Academy Certification Training Programs (IT Academy)**
Course work for each training program consists of class lectures and hands-on experience with PC, server, network, security, and virtual technology. Graduates should find employment as PC technicians, systems engineers, network administrators, and network technicians.

<table>
<thead>
<tr>
<th>Continuing Education Credit (CEU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comp TIA A+ Hardware/Software Certification Prep (128 hours)</td>
</tr>
<tr>
<td>1. 220-901</td>
</tr>
<tr>
<td>2. 220-902:</td>
</tr>
<tr>
<td>Comp TIA Network+ Certification Prep (60 hours)</td>
</tr>
<tr>
<td>1. Network+ Exam N10-006</td>
</tr>
<tr>
<td>Comp TIA Security+ Certification Prep (60 hours)</td>
</tr>
<tr>
<td>1. Security+ Exam SYO-401</td>
</tr>
<tr>
<td>Introduction to Cybersecurity (Cisco) (24 hours)</td>
</tr>
<tr>
<td>CCNA/Bridge Course (120 hours)</td>
</tr>
<tr>
<td>VMware</td>
</tr>
<tr>
<td>1. VCA-DCV 6.0</td>
</tr>
<tr>
<td>2. ICM 6.0</td>
</tr>
<tr>
<td><strong>ED2GO</strong></td>
</tr>
</tbody>
</table>

Johnston Community College offers a Distance Learning program designed to improve employment opportunities and job related skills from your home or office. A complete listing of Internet courses is available on the College Web site. The following is an example of what is available:

• Accounting
• Art, History, Psychology, & Literature
• Basic Computer Literacy
• Business Administration Certification Prep
• Child Care and Parenting
• Computer Applications
• Courses for Teaching Professionals
• Database Management & Programming
• Digital Photography & Digital Video
• Entertainment Industry
• Grant Writing & Non-Profit Management
• Graphic Design
• Health Care, Nutrition, & Fitness
• The Internet
• Languages
• Law and Legal Careers
• Math, Philosophy, & Science
• PC Troubleshooting, Networking, & Security
• Personal Development
• Personal Enrichment
• Personal Finance & Wealth Building
• Sales & Marketing
• Start Your Own Business
• Test Prep
• Web and Computer Programming
• Web Graphics & Multimedia
• Web Page Design
• Writing and Publishing

**ECONOMIC AND WORKFORCE TRAINING**

Johnston Community College provides economical workforce training to meet the needs of both the general population and local businesses, industries, and organizations. Classes are designed to fit the organizational or individual needs of upgrading skills in the ever-changing workplace.

**Biotechnology Programs**
All classes are continuing education courses and are held at the Johnston County Workforce Development Center. Information sessions are held monthly.

• **BioWork® Process Technician Training**
  Students who complete this 136-hour course will gain the basic skills and general knowledge needed for entry-level process technicians in bioprocessing, pharmaceutical, and chemical manufacturing. Course includes nine modules, including quality, measurements, transforming matter, growing living cells, safety, sterile processes, process control, and nuts and bolts. Job search strategies and tools, job market overview, resume preparation, and interview practice are incorporated into the course. Computer literacy, teamwork, time management, and problem solving are key components of this course. Once complete, the Process Technician State Exam is offered.

• **Advanced Biomanufacturing Training (ABT) Program**
  This 148-hour program is the next in succession to BioWork. This course offers 3 certifications, including the Process Technician State Exam and test-prep course. Currently, JCC is the only college that offers this combination course. This full program is offered in the fall and spring semesters. Included within the Advanced Biomanufacturing Training Program are the following.

• **Advanced Bioprocessing Certificate (ABC)**
  Students who complete all 6 modules (64 hours) of this advanced certificate will gain knowledge in advanced bioprocessing practices, including safety in biomanufacturing environments, advanced quality systems, applied chemical processes, monitoring process variables in biomanufacturing, applied sterile processing, and applied cell culture. This course has been customized for current industry needs. Advanced Bioprocessing Certificate will allow students to gain the necessary skills and knowledge needed for advanced process technician positions in bioprocessing, pharmaceutical, and chemical
Manufacturing.

• **Aseptic Training Certificate**
  This 60-hour training course prepares individuals to work as process technicians in aseptic pharmaceutical, biomanufacturing and chemical manufacturing environments. The course encompasses gowing for aseptic environments, environmental monitoring, and product fill line operations. Students receive much hands-on application training and become comfortable with the heart of biomanufacturing production.

• **Process Technician State Exam Review**
  This 24-hour review course provides extensive review before taking the Process Technician State Exam, a growing requirement trend for industries. Students will be able to take the state exam in the class.

• **Process Technician State Exam & Certification**
  Students who complete the BioWork Certificate Program are eligible to take the Process Technician State Exam. All previous BioWork students are encouraged to complete this state certification. A certification of successful completion will be awarded from CASTLE Worldwide Inc.

**Career Development**

The career development (HRD) program provides skill assessment services, employability skills training, and career development counseling to underemployed and unemployed adults. The program offers courses that address the following core components:

• Assessment of an individual's assets and limitations
• Development of a positive self-concept
• Development of employability skills
• Development of communication skills
• Development of problem-solving skills
• Awareness of the impact of information technology in the workplace

Specialized classes are offered that introduce career pathways in bioprocessing, teacher’s assistant, direct care basics and human services.

These courses carry the same registration fees as occupational extension courses, however, they may be offered at no cost provided the following criteria is met:

• Currently unemployed
• Received notice pending layoff
• Eligible for Federal Earned Income Tax Credit
• Working and earn wages at or below 200 percent of the federal poverty guidelines

**Basic Computer Skills**

This 33-45 hour course will teach students basic computer skills while developing employability skills. Focus on the class will be to improve keyboarding abilities and increase the student's comfort level with computers. No prior computer experience is necessary.

**Employability Skills Lab**

Learn how to use technology to enhance your job search! Need to create a resume or cover letter, work on interview techniques or soft skills training? Practice on KeyTrain for your National Career Readiness Certificate/Workkeys test. This is an ongoing course and a qualified instructor will be in the classroom to guide you. Register anytime and work at your own pace to fulfill your goals and career objectives.

**Direct Care Basics**

This 81-hour course introduces students to the necessary skills and responsibilities of the Personal and Home Care Professional, what it takes to be a Direct Care Worker, and how to get and keep a job. Building on those skills to include in home management and personal care tasks using limited assistance. Module 10 is taught by an experienced RN instructor and you will also receive six hours of health care provider CPR in this class.

**North Carolina Career Readiness Certificate**

ACT's WorkKeys® assessments are used to award the Career Readiness Certificate (CRC). The CRC is a portable credential that workers can use in any area of North Carolina or in any state in the U.S. The CRC identifies three core workplace skill areas required in multiple industries and occupations throughout the U.S.

**Reading for Information**

• Locating Information
• Applied Mathematics

Success in these areas indicates that a candidate is "job ready."

Career Readiness Certificate levels and employability:

• Bronze – Core employability skills for approximately 30% of all jobs.
• Silver – Core employability skills for approximately 65% of all jobs.
• Gold – Core employability skills approximately 90% of all jobs.

The college offers WorkKeys Test Prep courses which are designed to prepare students to take the WorkKeys assessments. Each area of concentration will cover basic subject matter needed to upgrade skill level and prepare the student to take the WorkKeys assessments and obtain a Career Readiness Certificate. Registration fees for this course may be fee-waived for individuals who are unemployed, received notice of a pending layoff, or working and earning wages at or below two hundred percent (200%) of the federal poverty guidelines.

**Skills for Success**

This four-hour workshop will get you encouraged by a motivational instructor who will show you some great tips. Why is a 30-second elevator speech so important? How to communicate your transferable skills on your resume and on the interview. What are you aiming for? Come to this energetic workshop and find the one thing you might be missing in your job search.

**Working Smart**

A 24-hour interactive soft skills curriculum that leads to success: self-awareness skills; self management skills; work ethics; communication skills; and problem solving skills. The job seeker will receive a Working Smart certificate and the tools to help them keep a job, excel at a job, and be more productive. Working Smart was developed in response to employer demands for a workforce that has an increased capacity to fulfill employer expectations beyond their technical abilities. Hiring Working Smart certified employees
will enhance their productivity and enable the business to be about growing their business.

**Corporate Solutions**

Corporate Solutions offers professional and productivity seminars to assist local business and industry with their employee training needs. Training opportunities include computer software, relationships in the workplace, motivation, and presentation and management skills. Corporate Solutions is designed to complement the College’s Small Business Center and customized training program, which have served the educational needs of local employers for more than 40 years. Courses can be designed to target an organization’s specific skill needs and delivered onsite or at the Johnston County Workforce Development Center in Clayton.

**Customized Training**

The customized training program supports the economic development efforts of the state by providing education and training opportunities for eligible businesses and industries to remain productive, profitable, and within the state. The program was developed in recognition of the fact that one of the most important factors for a business or industry considering locating, expanding, or remaining in North Carolina is the ability of the state to ensure the presence of a well-trained workforce. The program is designed to react quickly to the needs of businesses and to respect the confidential nature of proprietary processes and information within those businesses.

**Purpose**

The purpose of the customized training program is to provide customized training assistance in support of full-time production and direct customer service positions created in the State of North Carolina, thereby enhancing the growth potential of companies located in the state while simultaneously preparing North Carolina’s workforce with the skills essential to successful employment in emerging industries.

**Eligibility**

Those businesses and industries eligible for support through the customized training program include manufacturing, technology intensive (i.e., information technology, life sciences), regional or national warehousing and distribution centers, customer support centers, air courier services, national headquarters with operations outside North Carolina, and civil service employees providing technical support to U.S. military installations located in North Carolina. In order to receive assistance, eligible businesses and industries must demonstrate two or more of the following criteria:

- The business is making an appreciable capital investment;
- The business is deploying new technology;
- The business is creating jobs, expanding an existing workforce, or enhancing the productivity and profitability of the operations within the State; and,
- The skills of the workers will be enhanced by the assistance.

Resources may support training assessment, instructional design, instructional costs, and training delivery for personnel involved in the direct production of goods and services. Production and technology support positions are also eligible for training support.

Full-time probationary employees of qualified customized training companies are eligible for training delivered by the community college.

The use of customized training funds requires that trainees are paid by the company for all time during training hours.

**Workforce Academy Programs**

The Workforce Academy provides accelerated job training opportunities for individuals interested in meeting the demands for future employment. Information and orientation sessions are held each semester. The following courses are included:

- **Manufacturing**
  This 192-hour program which offers the opportunity for participants to obtain the nationally recognized Manufacturing Skills Standards Council’s Certified Production Technician (CPT) certification. The CPT covers for critical areas within manufacturing: safety, quality practices and measurement, manufacturing production and processes, and maintenance awareness.

- **Plumbing**
  The Plumbing course is a 312-hour class designed to cover the basic installation and maintenance required for entry-level positions within the plumbing field. Participants are given the opportunity to gain an understanding of plumbing installation systems, components, fixtures, appliances and the state’s plumbing code.

- **Electrical**
  This 108-hour course is designed to cover the principles of electrical wiring as it applies to commercial/residential applications. Emphasis is on Ohm’s law, alternating and direct currents, series circuits, parallel circuits and series parallel circuits, use of electrical tool and equipment, wiring materials and many other special subjects. Preventive maintenance and troubleshooting as well as National Electrical Code will be covered.

- **Pre-Licensing for Real Estate**
  Upon meeting the requirement of obtaining the Career Readiness Certificate, participants will be eligible to enroll into this 81-hour Pre-Licensing Real Estate course. The Career Readiness Examination includes Reading for Information-Level 5, Applied Mathematics-Level 5 and Locating Information-Level 4.

- **Recipe for Success**
  This 12-week course It provides with an opportunity to receive the ServSafe certification and basic knowledge in the food service industry.

- **Wastewater Treatment Operator I & II**
  This 60-hour course is designed to provide preparation for participants to be able to take the North Carolina Water Pollution Control System Operators Certification Commission (WPCSOCC) Examination. Areas of study include laws and regulations, plant equipment and general equipment maintenance standards.

**Human Services**

This is a two-part course. Successful completion of part I is required in order to register for part II.
• **Introduction to Human Services (Part I)**
The course covers skills and strategies designed to provide employability skills training for a career in Human Services. Focus will also include the Career Readiness Assessment, keyboarding, customer service, NCFAST terminology and navigation. This class is required in order to register for the Income Maintenance Caseworker course. (50-hour course)

• **Income Maintenance Caseworker (Part II)**
This course is designed to cover a variety of skills associated with the Income Maintenance Caseworker role to determine service eligibility. Specific focus will include proficiency in the utilization of the NCFAST application. Other topics will include skills in communication, interviewing, time management, data gathering/compiling, and data analysis. (50-hour course) Prerequisite: Introduction to Human Services

• **Microsoft Office Suite**
This 24-hour course provides an opportunity to gain a working knowledge of the Microsoft Office Suite. It covers two six-hour sessions within each of the following: MS Word, MS Excel, MS PowerPoint and MS Publisher, therefore allowing the student to pick the sessions that mostly meets their needs. Within these programs, navigation, document creation, working files, program features, design changes and helpful shortcuts are covered.

• **MS Word Certification Prep**
This 30-hour course is designed to assist the student in preparing for the MS Word Certification Exam, either for personal use or for professional credibility and/or advancement. Comprehensive instruction is provided in formatting documents, creating templates, designing tables and charts, organizing data, inserting, editing and saving within the application. To be successful in this course, the student must have a working knowledge of computer operations.

• **MS Excel Certification Prep**
This 30-hour course is designed to assist the student in preparing for the MS Excel Certification Exam, either for personal use or for professional credibility and/or advancement. Comprehensive instruction is provided in spreadsheet creation, as well as, changing appearances, working formulas, formatting cells, managing multiple worksheets and creating tables.

**SMALL BUSINESS CENTER**
The Small Business Center at Johnston Community College is one of 58 centers throughout North Carolina that supports the development of new businesses and the growth of existing businesses by being a community-based provider of training, small business counseling, and resource information. The JCC SBC Office and Resource Center is located at the Johnston County Workforce Development Center, Clayton N.C. The Resource Center has books, handouts, and periodicals for anyone interested in small business topics. The director of the center is ready to assist by offering free and confidential small business counseling sessions. No question is too simple or too complicated. As a member of the Small Business Center Network through the N.C. Community College System, the director has many resources available in assisting the entrepreneur with a startup or existing business. There is no charge for business counseling, referrals, and the use of the resource center.

Training is offered on business related topics in the form of seminars, workshops, and short courses at several JCC locations.

The Small Business Center offers a small business development and entrepreneur series that is free of charge to participants. Instruction is provided in the following topics:

• How to Start a Business
• How to Write a Business Plan
• Marketing Your Business
• How to Find Your Customers
• Business Taxes
• Basics of Bookkeeping and Recordkeeping
• Financing Your Business
• Many more small business topics

For more information about the Small Business Center, call (919) 209-2015.

**COMMUNITY/SELF-SUPPORTING PROGRAMS**
Johnston Community College promotes a number of community service/self-supporting courses designed to meet the cultural, economic, and civic improvement of the community.

Courses are offered at the College campus and surrounding sites throughout the county. Courses and workshops are offered in various subject areas such as the following:

• Cooking
• Concealed Handgun Carry
• Crafts
• Defensive Driving Programs
• Early Childhood Education/Child Development
• Fine Arts
• Motorcycle Education
• Quilting
• Personal Wellness
• Sewing
• Sign Language
• Youth Summer Enrichment Camps

**Self-Supporting Courses**
Courses offered as self-supporting (course codes beginning in CSP or SEF) are not eligible for a refund as these programs are funded by registration fees collected.
MEMBERS, BOARD OF TRUSTEES
The current members of the Board of Trustees, as of fall 2016, are listed below:

Lyn Austin  
Hank Daniels  
Chair  
Vice Chair

Governor Appointments
W.E. Bud Andrews  Current Term Expires 2018  Smithfield
DeVan Barbour IV  Current Term Expires 2017  Benson
Benton Sawrey  Current Term Expires 2019  Clayiton
Joshua Thompson  Current Term Expires 2020  Clayiton

County Commission Appointments
Lyn T. Austin  Current Term Expires 2020  Clayiton
Hank Daniels  Current Term Expires 2019  Smithfield
John G. Hatch  Current Term Expires 2017  Four Oaks
Allen Mims, Jr.  Current Term Expires 2018  Clayiton

Board of Education Appointments
Jonathan Breeden  Current Term Expires 2019  Clayiton
Mary Daugthy  Current Term Expires 2020  Pine Level
Polly Lamberth  Current Term Expires 2020  Smithfield
Douglas V. Oglesby  Current Term Expires 2017  Benson

Student Representative
Megan Ludy  Current Term Expires 2017  Clayiton

COLLEGE ADMINISTRATIVE OFFICES
Administrative Services
Controller…………………………………………………..
Housekeeping and Grounds Supervisor ... Chris Woodard
Human Resources Director ............................... Bernadette Carter-Dove
Maintenance Director ................................. Michael Massey
Purchasing and Equipment Supervisor ... Cassandra Haire
Safety Officer .............................................. Sherrill Dale
Security and Emergency Preparedness Coordinator .... Sarah Gibbs
Executive Director of Information Technology .......... Harald Mury

Auxiliary Services
Associate Vice President of Auxiliary Enterprises ... Ken Mitchell
Barnes & Noble Bookstore Manager .... Andi Burck
Howell Woods Director ............................... Jordan Astoske

College Foundation
Executive Director .......................... Twyla Wells

Instruction Programs
Dean, Business and Advanced Technologies Programs ...... Deborah Porto
Director of Advanced Technology Programs ......... Brian Worley
Director of Business Education Programs ................ Jennifer Servire- Roberts
Director of Computer Technology Programs ............. Frank Casanova
Director of Transportation

Technology Programs ............................. Paul Jump
Dean, Arts, Sciences & Learning Resources .......................... Dawn S. Dixon
Director of Programs, Natural Sciences and P.E........... Nahel Awadallah
Director of Programs, Engineering and Social Sciences .... Lance Gooden
Director of Programs, Humanities and Fine Arts .............. Evelyn Kelly
Dean, Health, Wellness, & Human Services .............. Linda Smith
Director of Allied Health & Diagnostic Services .... Deborah Parnell
Director of Education ..................................... Tonia Padrick
Director of Imaging ........................................ Ann Jackson
Director of Nursing Education .......................... Angela Swank
Director of Health Education and Nurse Aide .............................. Connie Grady
Dean, Public Safety Services .................................... Rob R. Gurgainus
Director BLET School ..................................... Kevin Driver
Director of Emergency Services ......................... Mick Stewart
Director of Fire Programs ................................... Jason Boggs
Director of Law Enforcement Programs .... Steven Godwin
Dean, Economic & Workforce Development ................. Joy Callahan

Director of Extension ...................................... Letitia Rawlinson
Director of Biotechnology .................................. Leslie Holston
Director of Cosmetology Programs ......................... Jennifer Wells
Dean, Foundational Studies and Academic Support ........ Pam Earp
Director of Developmental Studies & Transition Programs ... Roxanna McGraw
Director of Basic Skills Programs ..................... Jessica Rieger
Director of Academic Enrichment Services ............ Angela Kearney
Director of Career and College Promise Programs ................... Cary Lane Cockrell
Director of Research and Institutional Effectiveness ... Terri S. Lee

Student Services
Financial Aid Director ............................ Betty Woodall
Registrar ..................................................... Deena Henry
Coordinator of Student Engagement & Athletics ............ Derrick Arnold
Director of Enrollment and Student Success .................... Megan Shaner
Coordinator of Counseling Services ........................ Thomas Dean
Student Support Services - TRIO Director .... Jennifer MacLean
Center for Academic Planning Director ........... Cari Drew
Director of Student Services Application Systems .............. Ricky Raynor
Senior Director of College Communications ............... Traci Ashley
Marketing Director ....................................... Fonda Hughes
COLLEGE ADMINISTRATIVE OFFICERS

DAVID N. JOHNSON
President. B.M.Ed., Campbell University; M.Div., Southeastern Baptist Theological Seminary; Ed.D., North Carolina State University.

DEE DEE DAUGHTRY
Vice President of Instruction. A.A.S., Wayne Community College; B.S., Mount Olive College; M.B.A., Campbell University. Additional study, Nova Southeastern University.

PAMELA J. HARRELL
Vice President of Student Services. B.A., The University of North Carolina at Chapel Hill; M.A., East Carolina University; Ed.D., North Carolina State University.

DARRYL McGRAW
Vice President of Administration, Financial, and Information Technology Resources. A.A.S., Southeastern Community College; B.S. North Carolina State University; M.B.A., Campbell University;

FACULTY AND STAFF

Listed below are all full-time faculty and full-time and part-time established staff.

PATSY ACQUISTA
Food Services Instructor Johnston Correctional Institute. B.A., NC Central University; M.A., Liberty University

TERESA ADDISON

ADRIENNE ALLEN
Program Director, Medical Assisting. A.A.S. Johnston Community College, C.M.A. (AAMA).

KIM ALLEN
Administrative Assistant to Vice President of Student Services. A.A.S., Johnston Community College.

VICKY A. ALLEN
Nursing Instructor. B.S.N., East Carolina University. M.S.N., Indiana Wesleyan University.

COURTNEY ALTIZER
Business Instructor. B.S., Virginia Tech University; M.S. Mississippi State University.

KAREN AMBROSE
Registration & Records Specialist, Continuing Education. A.A.S., Johnston Community College.

CARROL ARNOLD
English Instructor. B.A., Pace University; M.A., University of Northern Iowa; Ph.D., Bowling Green State University.

DERRICK ARNOLD
Coordinator of Student Engagement and Athletics. B.S., Salisbury University; M.A., North Carolina State University; Additional study, University of Massachusetts, Amherst.

TERRESYNA ARTIS
Nursing Instructor. A.D.N. Wayne Community College; B.S.N., M.S.N., University of Phoenix.

TRACI D. ASHLEY
Senior Director of College Communications. B.A., The University of North Carolina at Chapel Hill; M.A., East Carolina University.

JORDAN ASTOSKE
Director of Howell Woods Environmental Learning Center. B.S., North Carolina State University.

CARL AUBE
Housekeeper.

SUSAN AUSTIN
English Instructor. B.S., M.A., East Carolina University.

NAHTEL AWADALLAH
Director of Programs, Natural Sciences and P.E./Health. B.S., M.S., Long Island University.

TAMARA BACHELDER
Administrative Assistant. A.A.S., Johnston Community College; A.A.S., Penn Foster College.

GENNY BAILEY
Nurse Aide Faculty. B.S.N, M.P.H., East Carolina University.

BARBARA A. BAKER
Housekeeper. A.A.S., Johnston Community College.

ELIZABETH D. BAKER

ENITA KAYE BARBOUR
Housekeeper.

PERRY BARBOUR

TAMMY BARBOUR
Developmental Math Instructor, SECU Partnership East Advisor. B.S., Campbell University.

Dwight Barnes

Seth Barrick
Auditorium Technician.

Theresa (Tracie) Barton-Barrett
Psychology Instructor. B.S., St. Joseph’s College; M.S., and CAS, Loyola College.

April M. Bass
Learning Resource Center Specialist. A.A.S., Johnston Community College; B.S., Mount Olive College.

April Batten
Assistant Registrar, Continuing Education. A.A.S., Johnston Community College. B.S., Mount Olive College.

Clay Baudoxx
Carpenter/Maintenance Worker.

Jeremy Beal
EMS Paramedic Program Coordinator. A.A.S., Wilson Community College. Additional study, Johnston Community College.
STEPHANIE E. BEASLEY
Radiography Instructor. A.A.S., Johnston Community College; B.S., M.S., University of St. Francis. RT (ARRT) (M) (CT) Registered.

KAYE BEDDARD
American Sign Language Instructor. B.S., Barton College; M.S., Appalachian State University.

ROBERT P. BLACKMAN
Radiography Instructor. A.A.S., Johnston Community College; B.S., Adventist University RT (ARRT) Registered.

COURTNEY BOBB-MEILINGER
Communications Instructor. B.A., Texas Tech University; M.A. University of Texas.

JASON BOGGS
Director of Fire Programs. A.A.S., Wilson Community College. Additional Study, Fire and Rescue Management Institute at UNC Charlotte, National Fire Academy, Certified Fire and Explosion Investigator-National Association of Fire Investigators, NCOSFM Fire Instructor II, Fire Officer III.

RANDY BOST
Electrician/Maintenance Worker. Johnston Community College.

ELLEN BOYD
Developmental Reading and English Instructor. SECU Partnership East., Advisor. B.S., Campbell University.

AARON BRICKMAN
Physics Instructor. B.S., Bradley University. M.S. Michigan Technological University.

SANDRA W. BRINCHEK
JCC Procurement Specialist. A.A.S., Johnston Community College.

SHANE BROWN
Lead Groundskeeper. Johnston Community College.

DEREK BROWN

JAXIE BRYAN

Misty H. BRYANT
Assistant Controller A.A.S, Johnston Community College.

SHERMAN BRYANT

DONNELL BULLOCK
Truck Driver Training Instructor. North Carolina Truck Driver Training School. Additional study, Wayne County Schools.

JOY T. CALLAHAN
Dean, Economic and Workforce Development. A.A., Peace College; B.S., M.Ed., East Carolina University.

ANN L. CALOGERO
Biology Instructor. B.S., Lenoir-Rhyne University. M.S., Wake Forest University.

BARBARA CARTER
Radiography Instructor. A.A.S., Johnston Community College; B.S., Mount Olive College. RT (ARRT) Registered.

BERNADETTA CARTER-DOVE
Human Resources Director. B.A., Elon University; M.P.A., North Carolina Central University.

FRANK CASANOVA
Computer Instructor. B.A., Methodist College; M.A., Webster University.

KRISTY F. CASEY
Assistant Registrar. A.A., Louisburg College; B.S., Appalachian State University.

MEGAN CAVANAUGH
Counselor. B.S., Penn State University; M.S., Shippensburg University.

VIANEY CHAVEZ
Lead Teacher, Child Development Center. A.A.S., Johnston Community College. Additional study, University of Mount Olive.

CARY LANE COCKRELL
Director of Career and College Promise Programs. B.S., Atlantic Christian College; M.Ed, East Carolina University.

WENDY A. COLLINS
Accounting Instructor. B.B.A., M.B.A., Campbell University. Additional study, North Carolina State University, Nova Southeastern University.

JASON CRICKENBERGER
Groundskeeper. Johnston Community College.

LEANDER CROKER
Public Services Librarian. B.S., Winston-Salem State University. M.L.S., University of North Carolina at Greensboro.

THOMAS CURRIER
LEIS Coordinator. A.A.S, Johnston Community College; B.S., Wesleyan College. M.S.M.L, Montreat College.

BRANDY DAINGERFIELD
Learning Strategies Specialist, Student Support Services (TRIO). B.A., M.Ed. Ashford University; additional study Liberty University. NTA Certified Tutor Trainer, Advanced Level, NTA Certified Tutor.

HOPE DALE
Veteran Affairs Coordinator. A.A.S., Johnston Community College.

SHERRILL DALE
Safety Officer. Johnston Community College.

CATHY DANIELS
Program Director, Sonography Programs. A.A.S., Johnston Community College; B.S., Mount Olive College. ARRT
Registered, RDMS Registered (AB, OB, NE), RVT Registered, RDCS Registered (AE). M.Ed., North Carolina State University. Additional study, Walden University

MARILYN DAVENPORT
Biotechnology Instructor. B.S., M.S., Texas A & M University.

ANGELA DAVIS

RACHEL DAVIS
Chemistry Instructor. B.S., M.S., North Carolina State University. Additional study, North Carolina State University.

RAMONDA DAVIS-CARTER

CHARLES DAWES
Housekeeper.

THOMAS DEAN
Coordinator of Counseling. B.S., M.S., East Carolina University. Licensed Professional Counselor, National Certified Counselor, Distance Credentialed Counselor. Ed.D, Southeastern Baptist Theological Seminary.

DAWN S. DIXON
Dean of Arts, Sciences, and Learning Resources. B.A., Simmons College; M.Ed., Northern ARIZONA University.

ROBERT DIXON
Maintenance worker.

TOVOYA DOBBIN
Assessment, Recruitment & Retention Coordinator. A.A.S., Johnston Community College; B.S., Mount Olive College. M.Ed., Concordia University.

LISA DRAUGHON
Biology Instructor. B.S., Florida Atlantic University; Ph.D., Florida Atlantic University.

CARI J. DREW
Director, Center for Academic Planning. B.S., North Carolina State University; M.A., Campbell University.

JENNIFER C. DRIVER
Accounting, Compliance, and Operations Officer. B.B.A., Campbell University.

KEVIN N. DRIVER

KENNETH DUNCAN
Welding Instructor. A.A.S, Johnston Community College; AWS CWI/CWE.

MONICA DUNNEHOO
Medical Office Administration Instructor. B.A., North Carolina State University; M.B.A., Rollins College. CPC (Certified Professional Coder), American Academy of Professional Coders; Website Developer Graduate-level Certificate, East Carolina University.

PAMELA J. EARP
Dean of Foundational Studies & Academic Support. A.A.S., Johnston Community College; B.S., Barton College; M.Ed., North Carolina State University; Ed.D. North Carolina State University.

DORIS EDWARDS
Registration & Records Specialist. A.A.S., Johnston Community College.

BRENT EVANS

LORIE EVANS
Nurse Aide Faculty. A.A.S., Johnston Community College; B.S.N, Barton College.

JOANETTE FARMER

ABE FLORES
Director of Engineering and Desktop Support. A.A.S., Johnston Community College; B.S., East Carolina University.

HEATHER FORSTER
Child Development Center Lead Teacher. B.A., Meredith College; M.Ed., Walden University.

BRANDON GAGNON
Philosophy Instructor. B.S., James Madison University; M.A., Arizona State University.

TIMOTHY GALLOWAY
Cosmetology Instructor. Diploma, Brunswick Community College. Licensed Cosmetologist, North Carolina State Board of Cosmet Art Teacher’s License.

SHELLEY GARDNER
Economic Development Training Coordinator. B.S., Campbell University.

GREGORY GARRIS
Program Director, Pharmacy Technology. B.S., Pharm.D., Mercer University. Additional study, The University of North Carolina at Chapel Hill.

SARAH GIBBS

DIMIATRI GLASPER
Housekeeper.

STEVEN A. GODWIN
Director of Law Enforcement Programs. B.S., East Carolina University, North Carolina Criminal Justice Instructor, North Carolina Basic Law Enforcement Training Certification.

LANCE GOODEN
Director of Programs, Mathematics, Engineering, and Social Sciences. B.S., Saint Augustine’s College; M.Ed., Campbell University.
ALICIA GRACE  
Teacher Assistant, Child Development Center. A.A.S, Johnston Community College. Additional study, University of Mount Olive.

CONNIE GRADY  
Director, Health Education and Nurse Aide Programs. B.S.N, Barton College; M.Ed., Campbell University; Additional study, North Carolina State University.

GWEN GREEN  
Accounting Instructor. A.A., Peace College; B.S., Mount Olive College; M.B.A., Baker College.

JOHNNY GREEN  
Diesel and Heavy Equipment Technology Instructor/Diesel Instructor. A.A.S., Johnston Community College.

ALAN A. GRUVER  
ABE Instructor, JCPU. B.S. Arizona State University.

ROBIN GURGAINUS  

DUSTIN GURLEY  
Student Services Data & Applications Analyst.

STEPHANIE HALL  
Mathematics Instructor. B.S., M.Ed., North Carolina State University.

GEORGE LEE HARE  
Groundskeeper.

BRENDA HARRIS  
Records and Registration. A.A.S., Johnston Community College; B.S., Mount Olive College; M.Ed., Concordia University.

DAVID HARRIS  
Multimedia Technician. A.A.S., Johnston Community College.

CLARA HARRISON  
Communications Instructor, B.S., Appalachian State University; M.A., East Carolina University.

SILKE HASSELBERG  
Benefits and Compensation Specialist. B.S., University of Maryland University College; A.A.S., Wake Technical Community College.

DENA HATTON  
Administrative Assistant, Instruction. A.A.S., Wake Technical Community College.

DEENA H. HENRY  
Registrar. A.A.S., Johnston Community College; B.S.B.E., East Carolina University.

GEUEL HERNANDEZ  
Housekeeper.

DARRYL HEUSER  
Chemistry Instructor. B.A., M.A. SUNY College at Buffalo.

TERRI HILL  
Administrative Assistant Arts, Sciences & Learning Resources. A.A.S., Johnston Community College; B.S. Mount Olive College.

KENNETH HOLLOMAN  

LESLEI HOLSTON  
Director of Biotechnology Programs. B.S., Campbell University. Additional study, North Carolina State University.

JENNIFER HORVATH  
Spanish Instructor. B.S., B.A., State University of New York at Oneonta; B.S., M.Ed., Binghamton University.

JOHNIE HOWELL, JR.  
Housekeeper/Maintenance/Security, Johnston County Workforce Development Center.

WANDA HOWELL  
Housekeeper.

MILTON S. HUDSON JR.  
Air Conditioning, Heating and Refrigeration Instructor. A.A.S., Diploma, Fayetteville Community College. H-3 Class 1 State License, NC Board of Plumbing, Heating and Fire Sprinkler Contractors; State License, NC Board of Refrigeration Examiners.

FONDA HUGHES  
Marketing Director. A.A.S., Johnston Community College.

K. LYNN HURT  
Program Director, Therapeutic Massage. A.S.N., Polk State College; A.A.S., Johnston Community College; B.S., Welch College; NC LMBT 5454.

DANIELLE HUSSEY  
Director of Career Development. B.S., Dominican College.

VERONDA HUTCHINSON  

ANN JACKSON  
Director of Imaging Programs. A.A.S., Johnston Community College; B.S., Mount Olive College; RT (ARRT) Registered; M.B.A., University of Phoenix.

SHELBRA JACKSON  

MICHAEL (JOE) JACOBS  
Academic Advising & Transfer Specialist. B.S., M.A., East Carolina University.

CINDY M. JOHNSON  
Assistant Director, Financial Aid. A.A.S., Johnston Community College.

SABRINA JOHNSON  
Instructor, Early Childhood Education. B.S., The University of North Carolina at Greensboro; M.Ed., Strayer University.

SHERYL JOHNSON  
Developmental Math Instructor. B.S., Baptist Bible College.
DAVID S. JONES
Shipping & Receiving Technician. A.A.S., Johnston Community College.

JAMES JONES
Housekeeper.

JOSEF VON JONES
Counselor. B.A., Shaw University; M.A., Liberty University.

NIKKI JONES
Early Childhood Instructor. B.S., Ithaca College; M.Ed. American International College.

ROSE JONES
Housekeeper, Johnston County Workforce Development Center.

PAUL R. JUMP JR.
Director of Transportation Programs, Truck Driver Training Program.

SUSAN KAPLE
Career Development Faculty. B.S., Mount Olive College; M.S., University of Dayton.

ANGELA M. KEARNEY
Director of Academic Enrichment Services. B.S. Communications, Ohio University; MS Education, University of Dayton.

BARRY KEITH
Biology Instructor. B.S., M.L.S., North Carolina State University.

EVELYN KELLY
Director of Programs, Humanities and Fine Arts. B.A., Atlantic State University; M.A., North Carolina Central University; Ph.D., University of North Carolina.

WILLIAM H. KENYON
Plumber/Maintenance Technician.

PATRICIA (PAT) KILETTE
Small Business Center Director. B.S., Barton College

MAXTON KIRBY
Industrial Systems Technology Instructor A.A.S., Johnston Community College; B.S., Mount Olive College; M.A., Liberty University.

MATT KOCZANSKI
Director of Corporate and Customized Training. B.S., University of South Florida.

CHARLENE LASSITER
Medical Assisting Instructor. A.A.S., Johnston Community College, C.M.A. (AAMA).

CYNTHIA LASSITER-PHILLIPS
Registration & Records Specialist, Continuing Education. A.A.S., Johnston Community College; B.S., Mount Olive College.

CLIFF LEE
Biotechnology Instructor. B.S., N.C. State University.

JOHN LEE
Philosophy Instructor. B.S., Christopher Newport University; M.A., University of Montana.

TERRI S. LEE

THERESA C. LEE
Admissions Coordinator. A.A.S., Johnston Community College.

SHERRI LEWIS

ROBERT LONG
Welding Instructor. Diploma, Wilson Community College. A.A.S., Nash Community College; AWS CWI/CWE.

KATHLEEN (KATIE) LOVIN
Mathematics Instructor. B.A., B.S., Elon University; M.S., Ph.D., North Carolina State University.

LANCE LYNCH
EMS Clinical Coordinator/EMS Instructor. A.A.S. Kellogg Community College.

DONALD RAY MADISON
Truck Driver Training Instructor. North Carolina Truck Driver Training School.

DONNA MANNING
Public Services Librarian. B.S. Concord University, M.L.S., North Carolina Central University.

LAURA MARS
Psychology Instructor. B.S., Methodist College; M.S., Ph.D., Walden University

THOMAS C. MARTIN
Economics Instructor. A.A.S., Johnston Community College; B.S.B.A., M.B.A., Fayetteville State University. Additional study, University of Phoenix.

JAMIE MASSENGILL
Testing & Admissions Specialist. A.A.S., Wake Technical Community College. B.S., Mount Olive College

TONYA MASSENGILL
Contract and Grants Accountant. A.A.S., Johnston Community College; B.S., Mount Olive College.

MICHAEL MASSEY
Director, Maintenance. A.A.S. Johnston Community College.

JULIE McCANCH
Nursing Instructor. B.S.N, Robert Morris University; M.S.N., Robert Morris University.

KENNETH (VIC) MCCORMICK JR.
Director of Continuing Education. B.S., North Carolina Central University. M.Ed., Strayer University.

RENEE MCGEE
Administrative Assistant, Financial Aid. A.A.S., Lenior Community College.

ROXANNA McGRAW
Director of Post-Secondary Transitions Programs. B.S., M.Ed., North Carolina State University.
LISA MCLAURIN  
Marketing and Web Specialist. B.A., Valdosta State University.

ROBERT (WAYNE) MCLENDON  

DELLA MCMILLIAN  

ANDY MEDLIN  
Maintenance Mechanic. A.A.S., Johnston Community College

SANDRA B. MILLARD  
Executive Assistant to the President. A.A.S., Johnston Community College

BRANDI MITCHELL  
Administrative Assistant to the Dean of Foundational Studies and Academic Support. B.A., Mount Olive College.

APRIL MITCHELL  
NC Works Career Coach. A.S., Mount Olive College; B.A., Campbell University; M.Ed., Concordia University.

KEN H. MITCHELL JR.  
Associate Vice President of Auxiliary Enterprises. Certificate, New York University; B.A., The University of North Carolina at Wilmington; M.S.A., Central Michigan University.

MARK MITCHELL  
Psychology Instructor. B.A., M.A., East Carolina University.

ANGELA MOORE  
Director of Network Services. A.A.S., Johnston Community College; B.S.B.E., East Carolina University.

LASHAY MOORING  
Admissions Coordinator. A.A.S., Johnston Community College. Additional study, Barton College.

Marilyn Morgan  
Nursing Instructor. B.S.N. Boston University; M.S.N. Duke University; CNE.

SHERRI MORRIS  
Accounts Receivable Manager. A.A. Johnston Community College. Additional study, Johnston Community College.

HARALD E. G. MURY  
Executive Director of Information Technology. A.A.S., Community College of the Air Force; B.S., Columbus College; M.S., Troy State University.

MALIKAH MYRICK-SMITH  
Director of Nuclear Medicine Technology Program. B.S., Old Dominion University. B.S.N.M.T., Old Dominion University. Ph.D., Walden University. NMTCB Certified.

TOMMY NEAL JR.  
Housekeeper.

LOUIS E. NENNI  
English Instructor. B.A., Kansas State University; M.A., East Carolina University.

CRYSTAL NETTER  
Scheduling Specialist. A.A.S., Johnston Community College. Additional study, East Carolina University.

WILLIAM OTANEZ  
Spanish Instructor. B.S., Antillean Adventist University; M.A., California State University of Sacramento.

DAVID OLIVER  
Networking Instructor. B.S., Campbell University.

DAVID OWENS  
Housekeeper.

TONIA PADRICK  
Director of Education Programs. A.A.S., Cape Fear Community College; A.A.S., Commonwealth College of Virginia; B.A., University of North Carolina at Wilmington; M.A.Ed. University of Phoenix.

C. LEIGH PAGE  
Senior Financial Aid Specialist. B.S., M.B.A., University of Mount Olive.

JACKIE PAGE  
Records and Registration Specialist. A.A.S., Johnston Community College.

AMANDA PARKER  
Administrative Assistant. A.A.S., Catawba Valley Community College; B.S., Gardner-Webb University.

AMBER PARKER  
Director of Programs, Instructional Technologies. A.A.S., Johnston Community College; B.S., M.S., East Carolina University.

CARLA PARNELL  
Records, Registration, & Retention Specialist. A.A., Johnston Community College.

DANIEL PARNELL  
Equipment Audit Technician. A.A.S., Johnston Community College.

DEBORAH PARNELL  
Director of Allied Health and Diagnostic Services. A.A.S., Johnston Community College; B.S.N., The University of North Carolina at Chapel Hill; M.S.N., Old Dominion University.

LINDSEY PARNELL  
Accounts Receivable Specialist, Curriculum. A.A.S., Johnston Community College.

PAULA PARRISH  
Office Administration Instructor. A.A.S., Johnston Community College; B.S., Mount Olive College; MCAS, CPP

STEVEN PENNY  
Lead Instructor Medical Sonography. A.A.S., Johnston Community College; B.S., Mount Olive College. M.A., Liberty University. ARRT Registered, RDMS Registered (AB, OB, NE, PS).

BILLY PHILLIPS  
Lead Instructor, Diesel and Heavy Equipment Technology. A.A.S., Johnston Community College. Additional study, Johnston Community College.

JENNIFER PITTMAN  
Nurse Aide Instructor. B.S.N., Barton College.

190
EDITH PORTER  
*Medical Office Administration Instructor, A.A.S., Johnston Community College; B.S., Mount Olive College; M.Ed., Concordia University.*

DEBORAH PORTO  
*Dean of Business and Advanced Technologies, B.A., Mount Holyoke College; M.S., Carnegie-Mellon University; Ed.D., Western Carolina University.*

KRISTA PRICE  
*Performing Arts Assistant, A.A.S., Johnston Community College.*

JENNIFER RAMANNA  
*Nursing Instructor, B.S.N. Barton College; M.S.N Walden University.*

KAREN RAMSAY  
*Basic Skills Instructor, B.S., East Carolina University.*

PERLA E. RANGEL  
*English-as-a-Second Language Instructor, A.A.S., Johnston Community College.*

LETTITIA RAWLINSON  
*Director of Extension Programs, B.S., Wayland University; M.Ed., Strayer University.*

JAZMINE DOZIER-RAY  
*Counselor, B.S., East Carolina University; M.Ed., Cambridge College.*

MARGARET RAYNOR  
*Administrative Assistant, Enrollment and Student Success, A.A.S., Johnston Community College.*

RICKY RAYNOR  
*Director of Student Services Application Systems, A.A.S., Wake Technical Community College; B.S.B.E., East Carolina University.*

DEEANNE W. REAVES  
*Instructional Documentation Coordinator-CU, A.A.S., Johnston Community College.*

NANCY RENFROW  
*Radiography Instructor, A.A.S., Johnston Community College, RT (ARRT) (M) Registered; B.S., University of St. Francis.*

BRANDON RHODES  
*Groundskeeper.*

JESSICA RIEGER  
*Director of Basic Skills Programs, B.S., B.A., Appalachian State University. M.Ed., University of Phoenix. Additional study, University of Phoenix.*

ANDREA D. ROBBINS  
*Accounts Receivable Specialist, Continuing Ed, A.A.S. Johnston Community College.*

KIERSTEE ROBINSON  
*Teacher Assistant, Child Development Center, A.A.S. Johnston Community College.*

AMANDA ROBERTS  
*Director, Institutional Research & Program Development, B.A. The University of North Carolina at Chapel Hill, M.A. North Carolina State University.*

MIKE ROSE  
*Operations Technician, Howell Woods.*

JOSHUA SANDERSON  
*Spanish Interpreter Instructor, B.A., M.A., N.C. State University.*

REBECCA SAYERS  
*Evening Coordinator, Workforce Development Center. B.S. Wesleyan College.*

MAUREEN SCHRAPPERT  
*Scheduling Specialist, A.A., Bradford Technical College.*

FRAN SCOTT  
*Nurse Aide Instructor, B.S.N. Clemson University.*

JENNIFER SERVI-ROBERTS  
*Director of Business Education Program, B.A., Clark Honor College; M.A., University of Oregon; Ph.D. Florida State University.*

AMANDA K. SESSOM  
*Windows System Administrator, A.A.S., Johnston Community College.*

MEGAN SHANER  
*Director of Enrollment & Student Success, B.A., M.A.T., The University of North Carolina at Chapel Hill.*

REBECCA SHELTON  
*Mathematics Instructor, B.S., NC State University, M.Ed., NC State University.*

WILLIAM SHELTON  
*EMS Instructor, B.S., Western Carolina University.*

AMY SMITH  
*Child Development Center Director, PT ECE instructor, Continuing Education Instructor, A.A.S., Wake Technical Community College; B.S. Mount Olive College. M. Ed., Walden University.*

ERIN SPEER SMITH  
*Early Childhood Education Instructor, B.S., Radford University; M.A., Pacific Oaks College.*

LINDA D. SMITH  
*Dean of Health, Wellness & Human Services, B.S.N., Boston College; M.S.N., Armstrong Atlantic State University. PhD., East Carolina University.*

NATALIE C. SMITH  
*Radiography Instructor, A.A.S., Johnston Community College; B.S., Mount Olive College. RT (ARRT) (M) Registered.*

WILLIAM SMITH  
*Housekeeper, A.A., Wayne Community College; B.A, Indiana Bible College.*

VAN R. STALEY  
*Truck Driver Training Instructor, North Carolina Truck Driver Training School.*

DONNA STEPHENSON  
*Records and Registration Specialist, A.A.S., Wake Technical Community College. Additional study, Johnston Community College.*
MICK STEWART  
*Director of EMS Programs*. B.A., The University of North Carolina at Chapel Hill.

RYAN STIMPSON  

JEAN STOWERS  
*Medical Office Administration Instructor*. B.S., Mount Olive College. Additional study, East Carolina University. CPC (Certified Professional Coder), American Academy of Professional Coders.

JON STRICKLAND  
*Mathematics Instructor*. B.S., North Carolina State University; M.Ed., Campbell University.

SHERRILL STRICKLAND JR.  
*Housekeeper*. Johnston Community College.

CYNTHIA SULLIVAN  
*Latent Evidence Instructor*. A.A.S., Johnston Community College; B.S., M.S., East Carolina University

ANN SUMMERLIN  
*Housekeeper*.

ANGELA SWANK  
*Director of Nursing Education*. A.D.N., Johnston Community College; B.S.N., The University of North Carolina at Wilmington, M.S.N, East Carolina University.

LINDA TEDDER  
*Housekeeper*.

PATRICK THARPE  

DAVID THOMAS  
*Biology Instructor*. B.S., Lenior-Rhyne University; M.S., The University of North Carolina at Wilmington.

ROBERT THOMAS  
*Evening Receptionist*. B.S., Old Dominion University.

KATLYN THOMPSON  
*Lead Teacher, Child Development Center*. B.A., Meredith College.

KIMBERLY THOMPSON  
*Administrative Assistant to the Vice President of Instruction*. A.A.S, Wayne Community College.

PATSY H. THOMPSON  

R. GREG THOMPSON  
*Physical Education Instructor*. B.S., East Carolina University. M.S., United States Sports Academy.

TARA THOMPSON  

SUSAN M. THORNTON  

BRYAN THRIFT  

TAMMY UCHELLO  
*Administrative Assistant, Enrollment and Student Success*. A.A, A.A.S., Mississippi Gulf Coast Community College; B.S., University of Southern Mississippi.

LESLIE C. VANHOY  

CARROL A. WARREN  
*QEP Project Administrator*. B.A., Meredith College; M.Ed., University of Texas at Austin. Ed. D., North Carolina State University. Certified Rehabilitation Counselor.

WENDY WEAVER  
*Radiography Instructor*. A.A.S., Johnston Community College; B.S., Mount Olive College. RT (ARRT) (M) Registered.

MICHEAL J. WEINER  

JENNIFER S. WELLS  
*Nursing Instructor*. B.S.N. East Carolina University; M.S.N. East Carolina University.

JENNIFER W. WELLS  
*Director of Cosmetology Programs*. Diploma, Johnston Community College; A.A.S., Wake Technical Community College; North Carolina State Board Cosmetology License; North Carolina State Board Cosmetology Teacher License.

SHANE WELLS  
*Developmental Reading and English Instructor*. B.S., M.Ed., East Carolina University.

TWYLA CASEY WELLS  
*Executive Director, College Foundation*. B.M., North Carolina School of the Arts; Certificate, Duke University; M.Ed., North Carolina State University. Additional study, North Carolina State University.

TINA W. WHICHARD  
*Accounts Payable Specialist*. A.A.S., Johnston Community College.

JOHN WHITENTON  
*System Administrator*. A.A., University of Maryland University College. A.A., University of Maryland University College. A.A., University of Maryland University College. A.A.S., Community College of the Air Force. B.S., University of Maryland University College. M.S., East Carolina University.

BARBARA WILLIAMS  
*Spanish Instructor*. B.S., The University of North Carolina
at Chapel Hill; M.A., Clark Atlanta University of Business Administration; M.S., University of Florida.

**KELLY WILLIAMS**  
*Health, Physical Education Instructor.* B.S., East Carolina University; M.S., Florida State University.

**SHERWOOD WILLIAMS**  

**JENNIFER WILLIFORD**  

**CHRISTINA W. WILSON**  
*Admissions Coordinator.* A.A.S., Johnston Community College.

**TAMMY WOMACK**  
*Administrative Assistant, Center for Academic Planning.* A.A.S., Johnston Community College, Additional Study Mount Olive College.

**BETTY C. WOODALL**  
*Financial Aid Director.* A.A.S., Johnston Community College; B.S., Barton College.

**CHRISTOPHER D. WOODARD**  
*Grounds and Housekeeping Supervisor.* A.A.S., Sampson Community College.

**MARGARET WOODS**  
*Nursing Instructor.* B.S.N. Bowling Green State University; M.S.N. Ohio State University.

**RACHAEL WOOTEN**  
*Workforce Development Center Assistant.* A.A.S., Johnston Community College.

**BRIAN E. WORLEY**  
LEGEND

A – Elsee Building
B – STEAM Building
C – Wilson Building
D – Tart Building/Paul A. Johnston Auditorium
E – Learning Resource Center (LRC)/Library
F – Health Sciences Building
G – Smith Building
H – William R. Britt Advanced Technology Building
I – Transport Technology Building
J – Public Safety Services Building
K – Sports/Recreation Complex
L – Arboretum Complex
M – Sanders Maintenance Building